United States Court of Appeals for the Second Circuit



APPENDIX

Level I Grades K-2

New York City

Language Assessment Battery (LAB)

Level I

(English Edition)





BOARD OF EDUCATION OF THE CITY OF NEW YORK Irving Anker, Chancellor

OFFICE OF EDUCATIONAL EVALUATION

110 Livingston Street Brooklyn, N.Y. 11201 PAGINATION AS IN ORIGINAL COPY

The Language Assessment Battery (LAB) was prepared under the auspices of the Office of Educational Evaluation of the Board of Education of the City of New York. The project was under the direction and supervision of:

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Grades K, I, and 2: English Effectiveness Screen

GENERAL GUIDELINES

The English Effectiveness Screen for grades K through 2 has five components:

- 1. General Guidelines
- 2. Drawings
- 3. Assessor's Dialogue
- 4. Instructions
- 5. Guide to Numeric Values

The General Guidelines in this introductory article are intended to give the Assessor a general orientation toward the assessment units contained in the English Effectiveness Screen (EES).

The 1/2 inch high (1/2'') number on a card corresponds with the number on the scoring sheet used for the assessment. The bold letters involve the Assessor's part of the open-ended dialogue which characterizes the assessment session. Two special symbols are used to refer to the Assessor and the child:

A - Assessor

S = Subject (or Child)

The figure appearing below involves a sample unit:



Why is the dog running after the boy?

A points to the drawing of the boy and the dog.



- 4 = Because the dog wants to play with the boy, but the boy is afraid of the dog.

 Maybe the dog wants to play or maybe the dog wants to bite the boy.
- Because the dog wants to bite the boy.
 Because the dog wants to play with the boy.
 Because the dog is playing with the boy.
- 2 The dog is playing.

The boy is afraid.

... to play with the boy.

... to bite the boy.

1 - ... don't know.

... i playing. OR ... wants to bite.

Ø = No response. OR S cannot respond.

Sample Unit 00 above has four parts: (1) a drawing of a boy and a dog (upside down from the Assessor's viewpoint), (2) the Assessor's dialogue part (i.e., Why is the dog running after the boy?). (3) directions which indicate to the Assessor what to do with the drawing, and (4) a set of guidelines on the numeric values of idealized responses from the child.

Certain restrictions must be placed on the Assessor in order to obtain uniformity in the assessment of children's effectiveness with English. A should refrain from changing the dialogue parts, except that A may . . .

- ... use pronouns for dialogue words, e.g., that, it, etc., when a question or a suggestion is being repeated.
- ... repeat a question or a suggestion.
- . . . use words like look, see, now, and and to hold S's attention.
- . . . answers S's questions.

Before repeating a question or a suggestion, A should wait pout three (3) seconds. The latency span before the initial question and A's decision to go to the next unit should be equal to the time it takes to repeat the quesion three (3) times, approximately nine (9) seconds.

After A decides on the value of response, A may talk about the drawings or figures. In case S doesn't have an answer that is effective, A should answer the question effectively. This may be done while A is flipping the cards or while A is recording the value of S's response. A should reward S for S's verbal responses. A may say, Let's look at the next card before a move to the next assessment is made.

Sample change on A's dialogue part:

Initial question — This is a doll, a stop sign, a bicycle, and a can. Where is the doll? Follow up question — That's a doll. Where is it?

The follow up question involves a change of That for This, It for The Doll, and the omission of those words that are not related to the immediate question.

A should learn the dialogue parts by reading the dialogue several times. A's part takes about four to five minutes to read out loud, much less when read silently. While speaking the dialogue parts, A should attempt to be as natural as possible. A might practice the dialogue parts by making an assessment of a third grade child, by assessing a parent, or by assessing a colleague. The more times A goes over the dialogue parts, the more fluid the assessments will be. Two to three sessions should be sufficient to make A familiar with the Screen. After 5-6 sessions most Assessors should have memorized their part.

Assigning numeric values to S's responses. The value that we assign to a response may be established in one of several ways: (1) it may be established in view of the answer to a question or in view of what the question asks: (2) it may be established in view of an analysis of the content; (3) it may be established in view of the length and adequacy of the response; (4) it may be established in view of the Assessor, or (6) it may be established in view of the Assessor, or (6) it may be established in view of all these means. The assignment of a value may be established in view of a scale of verbal responses.

The values that may be assigned to S's verbal responses are as follows:

- I = an inadequate or ineffective response
- 2 = a barely adequate response
- 3 an effective response
- 4 = a response that is comprehensive
- 5 = rows that are not assessed

Note: A should fill in on the "scoring form" all the information required on a particular child before undertaking an assessment.

GUIDELINE TO NUMERIC VALUES

Value in View of the Question:

- 4 = S's response answers the question exhaustively.
- 3 = S's response answers the question effectively.
- 2 = S's response is barely adequate.
- I = S's verbal response a inadequate; it doesn't answer the question.
- Ø = \$ doesn't respond, \$ cannot respond, or \$'s response is grossly inadequate.

Value in View of the Content:

- 4 = S's response accounts comprehensively for the salient features in the drawings or geometric figures (i.e., the stimuli).
- 3 = S's response effectively accounts for the salient features in the stimuli.
- 2 = S's response accounts for approximately half of the salient features in the stimuli.
- I = S's response describes some features of the stimuli but doesn't meet the objectives of the assessment unit.
- Ø = S's response is extraneous in view of the salient features of the stimuli.

Value in View of the Length of the Response:

- 4 S's response is long, grammatically well-formed, and exhaustive.
- 3 = S's response is relatively long, sound, and effective.
- 2 = S's response is short, barely adequate, and involves false starts and obvious omissions.
- I = S's response is fragmented, inadequate, lacks coordination, and involves gross fragmentations.
- \emptyset = **S**'s response involves unrelated words and unintelligible sounds or non-verbal gestures.

Value in View of Grammatical Well-Formedness:

- 4 = 5's response is comprehensive and grammatically well-formed.
- 3 = S's response is fragmented but answers the response effectively (omitted words can be found in A's questions or suggestions).
- 2 = S's response is well-formed but it is not comprehensive OR S's response is fragmented but answers the question adequately.
- I S's response is not grammatically well-formed. It is grossly inadequate. It contains grammatically unrelated words, although such words may relate to the content.
- \emptyset = S's verbal response is foreign; S's response is non-verbal.

A value 4 response means that the child's language abilities are extraordinary. Such a child gives an exhaustive account of all the salient features of the content. The child also produces well coordinated, grammatically well-formed, grammatically complex, and phonologically-long utterances. Thus, the child exhibits language behavior which characterizes a high degree of linguistic competence.

Grades K, I, and 2: English Effectiveness Screen

Assessor's Dialogue Part

(1) What's your n = 3? How old are you? What grade are you in? A should print S's name on a card provided for this assessment unit. This card will be used for Unit 21. (2) These are different colors. Which of these is . . . RED BLUE GREY WHITE After S points to the colors indicated by A, A says . . . Where is the pink one? (3) Name the colors that I'm going to touch. I. yellow 2. orange 3. black 4. green A touches the colors indicated above. (4) I'm going to touch parts of my body. Name the parts of the body that I'm going to touch. 2. hand 3. ear 4. thumb A touches the parts of the body indicated above.

(5) I'm going to name parts of the body. Touch the parts of your body that I'm going to name. KNEE **EYEBROW** LIPS CHIN (6) This is a line. This is a letter. What is this? A points to the line, the letter X, and the zero (or circle). After S's response, A says . . . Draw a line, a letter, and a circle like these. A gives S a card and a pencil with which to draw. (7) Some of these letters are alike. There are letters missing. Draw the letters that are missing. A points to the letters that are alike and gives S a card on which to write in the missing letters. (8) These are things you find at home. Name the objects of the drawings that I'm going to touch. 1. fork 2. knife 3. table 4. lamp A touches the drawings of the objects indicated above. (9) Touch the drawing of the . . . PLATE SPOON CLOCK BED

(10) This is a brick wall. This is a picket fence. What is this? A first points to the nearest drawing, then to the picket fence on the right, and finally to the brick wall on the left. (11)Touch the drawing of the . . . SIDEWALK BRIDGE HAMMER COUCH (12) Name the objects that I'm going to touch. 1. fence 2. truck 3. mouse 4. can A touches the drawings of the objects indicated above. (13) I'm going to touch some of the drawings. Tell me what the kid in each drawing is doing. 1. eating 2. sleeping 3. jumping 4. climbing A touches the drawings in the order indicated above. (14) Point to the drawing of the kid who is . . . PLAYING HOUSE READING A BOOK RUNNING FROM A DOG

CRYING

(15) 5. Here is a dog, a girl, and a boy. Tell me which one of them moves fastest. 2. Here is a house, a factory, and a skyscraper. Tell me which one of them is tallest. Here is a girl, a boy, and a donkey.
 Tell me which one of them looks fat. 4. Here is a donkey, a horse, and an elephant. Tell me which one of them eats a lot. (16) Here we have a doll, a stop sign, a bicycle, and a can. WHERE IS THE DOLL? WHERE IS THE STOP SIGN? WHERE IS THE BICYCLE? WHERE IS THE CAN? A points to the objects in the order in licated above. (17)Here we have a cage, a lamp post, a table and a couch. Tell me what you see . . . IN THE CAGE BY THE LAMP POST ON THE TABLE ON THE COUCH A points to the objects in the order indicated above. (18) Here we have two teachers, two planes , two birds, and two policemen. Tell me what each teacher is doing.

Tell me what each plane is doing.
Tell me what each bird is doing.
Tell me what each policeman is doing.

(19)

These are green bananas. These are ripe bananas. What are those?

After pointing to the bundles of green bananas and ripe bananas. A points to the green apples and ripe apples.

(20)

These are apples and pears. These are apples and bananas. What are those?

A first points to the nearest row, and then to the middle row, and finally to the row near S.

(21)

How is this star different from the others?

A shows S a row of stars. All the stars are yellow except one which is red and is slightly out of line. A points to the red star.

(22)

Tell me what you see here. What's on this card?

If S's description doesn't seem adequate or exhaustive, A should ask . . .

What else do you see here?

(23)

This is a red circle. What is this?

After A points to the red circle, A points to the blue square.

(24)

This is a blue square.

What is this?

After A points to the blue square, A points to a yellow triangle.

(25)

This is a blue circle.

This is a green square.

What is this?

After A points to the blue circle and the green square, A points to the red and black rectangle.

(26)

What is this?

A shows S the card obtained from unit one (I) with S's name printed on it. A waits for S's response and asks . . .

What are the small letters of your name?

A holds up the card to enable S to spell the letters. After S responds, A asks . . .

What is your Mother's name?

(27)

Read all the words at the bottom of the card for me.

A waits for S to read the words and says . . .

These are drawings for things the words describe.
Tell me which of the words are for things that look like circles.

A waits for S's response and then says . . .

Do bells and bowls look like circles?

A points to drawings of bells and bowls.

(28)

Read all the words at the bottom of the card for me.

A waits for S to read the words and says . . .

These and drawings for things the words describe.
Tell me which of the words are for things that look like squares.

A waits for S's response and then says . . .

Do tiles and tables look lit squares?

A points to the drawing of the tile and the drawing of the table.

(29)

Read all the words at the bottom of the card for me.

A waits for S to read the words and says . . .

These are drawings for things the words describe.
Tell me which of the words are for things that look like triangles.

A waits for S's response and then says . . .

Do corners and hills look like triangles?

A points to the drawings of corners and hills.

(30)

These are words. Please read them.

A waits for S to read the words.

1. the 2. kitten 3. is 4. on 5. the 6. sofa

After S reads the words, A asks . . .

Do these words make a sentence?

If S says "Yes," A says to S . . .

Write the sentence on this card.

If S says "No," A tells S . . .

Write the words on this card.

(31)

Look. This is a drawing of a cat, a dog, and a tree.

Those sentences on the card describe the drawing, but there are letters missing.

Write the missing letters.

A first points to the drawing. Then, A points to the sentences on a card which A gives to S. The card has the same sentences found at the bottom of the drawing.

(32)

The words in the middle of the drawing can be used to say something about a dog or about a man. Can you put the words in the right order and make sentences with them?

1. bit 2. dog 3. the 4. the 5. man

If S is unable to make sentences, A should give S clues . . . e.g., The man . . . The dog . . .

I'm going to give you some words.

(33)

- 2

Write a sentence using the two words that I'm going to give you.

A gives S four sets of words orally.

I. DOG

YARD

2. DOLL

GIRLS

SLEEPREAD

BED

If S cannot write, A says. . . .

Say something using the words . . .

A goes over the four sets in the order indicated above. A gives S one set at a time.

(34)

Say something using these words and other words you know.

A gives S one written set of words at a time. If S is able to produce sentences orally, A says . . .

Write that on this card.

A hands S a card on which to write. A uses three sets of words for this assessment unit.

A should tell S that S doesn't have to use the words in the order that A gives S the words. If S cannot produce sentences using three-word sets, A should give S two-word sets by omitting the words that are underlined.

(35)

Where do you live?

A wants the number, street, and borough of S's address. If A doesn't obtain the whole address with the open question, A should ask for the missing elements . . .

At what number? On what street? In what city?

A waits for S to respond and then says . . .

I want you to write what I am going to say. A dictates two sentences to S.

My Mother's Name is . . . (S's mother's name.) My friend has a big, white rat for a pet.

(36)

How is this circle different from those two?

A shows S three circles: one is blue and has a white star inside and the other two are green and both have yellow circles inside. A holds index finger on the blue circle with the white star.

(37)

How is this dot different from these two?

A shows S three dots; one dot is next to a blue star and the other two are next to two blue squares.

(38)

Here we have three pairs of dots. How is that pair different from this pair and this one?

A shows S three pairs of dots inside blue squares. The first pair of dots involves a red dot and a black dot, and the other two pairs are both made of red dots. A rests index finger near the "odd" pair of dots.

(40)

. (41)

(42)

(43)

This is a rake.

This is a pile of dead leaves.

This is a truck.

This is a man.

The man wants to get rid of the leaves.

What can he do to get rid of them?

A points to the objects in the drawing in the order indicated above. If S doesn't respond within a few seconds, A says . . .

What can he do with the rake?

What can he do with the truck?

How is this yellow circle different from these two?

A shows S three circles, two having small, colored dots inside of them. A points to the "empty" circle.

How is this circle different from these two?

A shows S three circles; two of the circles are big, red ones and one is a small, yellow one. A first points to the small, yellow circle and then to the big, red ones.

How is this blue circle different from these two circles?

A shows S three circles, two small yellow ones and one large, blue one. A rests index finger on the blue circle.

This is little Mary.

This is her doll. This is her ball.

Today, she can only play with her ball.

She can't play with her doll.

Why is that?

A points to the little girl and the objects in the drawing in the order indicated above.

XVI

(44)

These are two boys going to school. This is Bob riding a bicycle. This is John walking. Bob always gets to school first. Why is that?

A points to the boy on the bicycle and the boy on toot.

How many squares do you see here?

How many triangles do you see? How is the center square different from the other two?

A gives S enough time to answer the first two questions before asking the third one.

(46)

(45)

This is a little girl.
This is her doll.
The little girl wants to play with her doll.
What can she do to get it?

A should not point to the chair or the little girl's mother. If S's response relates to the chair (e.g. She can use the chair to get it.), A says . . .

What if the chair is too heavy?

If S's response relates to the little girl's mother (e.g. She can ask her mother for it.), A says . . .

What if her mother is too busy?



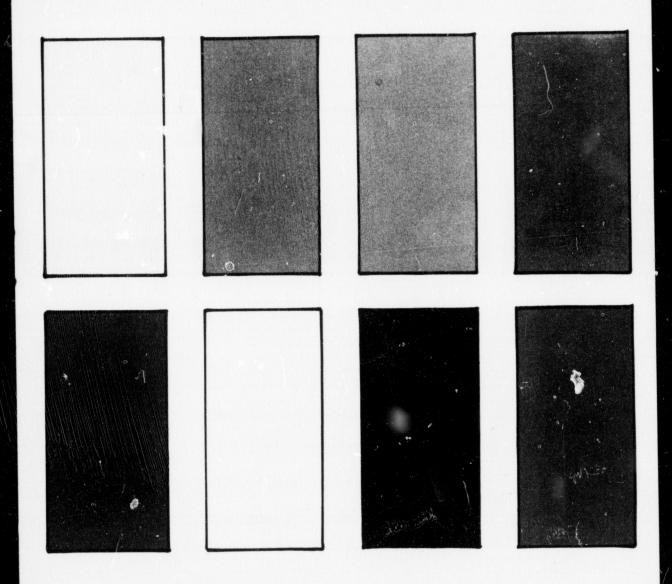
—Grades K, I, and 2— Begin Assessment Here. 1

What's your name? How old are you? What grade are you in?

A should print S's name on a card provided for this assessment unit. The card will be used for Unit 26.

- 4 = Full name.
 I'm six years old.
 (I'm in the) first grade.
- 3 Juan Six First grade
- 2 Juan OR Juan Six Ø Ø First
- I = Juan Ø Ø
- \emptyset No response. (Rows receiving a zero value should be left unmarked.)

Note: Rows corresponding to units that are not assessed should be marked 5.



2

These are different colors.

Which of these is . . .

RED

BLUE

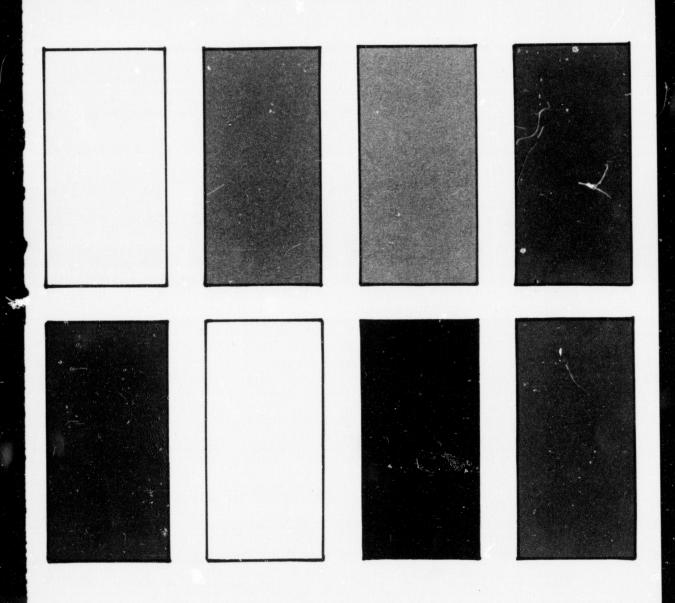
GREY

WHITE

After S points to the colors indicated by A, A says . . .

Where is the pink one?

- 4 = S points to the right colors and indicates that there is no pink color.
- 3 = 5 points to the right colors, but points to one of the colors when asked for the pink one OR 5 points correctly to three of the colors and indicates that there is no pink one.
- 2 = S meets only 3 of the 5 objectives.
- I = S meets only I or 2 of the objectives.
- Ø = No response.



English Effectiveness Screen

Name the colors that I'm going to touch.

- I. yellow
- 2. orange
- 3. black 4. green

A touches the colors indicated above.

- 4 = Does not apply.
- 3 = S names all four colors correctly.
- 2 S names only three colors correctly.
- I S names only I or 2 colors correctly.
- Ø = No response.

I'm going to touch parts of my body.

Name the parts of the body that I'm going to touch.

1. hair 2. hand 3. ear 4. thumb

A touches the parts of the body indicated above.

4 - Does not apply.

3 - S names all four parts of the body correctly.

2 - S names only three parts of the body correctly.

I = S names I or 2 parts of the body correctly.

 \emptyset = S cannot name the parts of the body.

5

I'm going to name parts of the body.

Touch the parts of your body that I'm going to name.

KNEE

EYEBROW

LIPS

CHIN

- 4 = Does not apply.
- 3 =S touches the four parts of the body indicated by A.
- 2 = S touches only three parts of the body indicated by A.
- I = S touches only I or 2 parts of the body indicated by A.
- \emptyset = S cannot point correctly to the parts of the body in isated by A.

2. X

3.

English Effectiveness Screen

6

GRADE 2—GO TO UNIT 13. Mark 5 for Units 6 to 12.

6

This is a line.

This is a letter.

What is this?

A points to the line, the letter X, and the letter O (the zero, or circle). After S's response, A says . . . Draw a line, a letter, and a circle like these.

A gives S a card and a pencil with which to draw

- 4 == S names the third stimulus a "circle" or a "zero." S's drawings are excellent reproductions.
- 3 = 5 names the third stimulus. S's drawings are adequate reproductions, only minor flaws are observed.
- 2 = S has difficulty naming the stimulus. S has difficulty with one of the three drawings OR S's drawings are poor representations.
- I = S cannot name the stimulus. S can only draw the line OR S draws the line and the X with major flaws.
- $\emptyset = S$ doesn't attempt to draw, S cannot draw, OR S draws a crooked line.

Aa Bb Cc Ddlef

English Effectiveness Screen

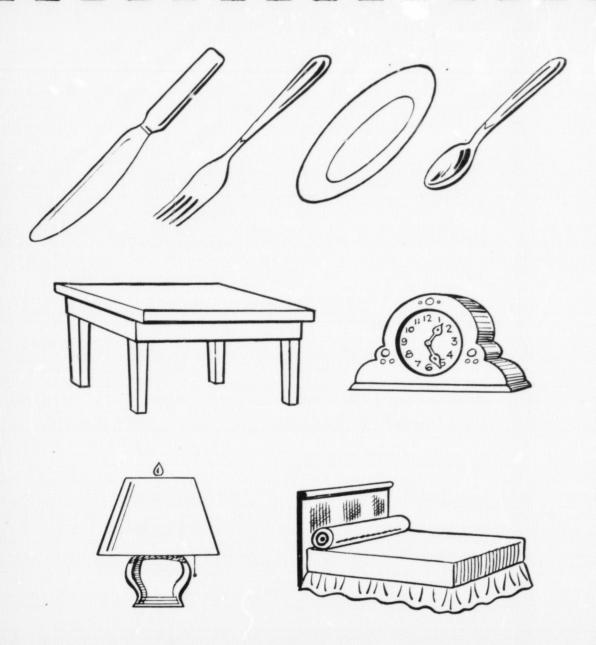
7

7

Some of these letters are alike. There are letters missing. Draw the letters that are missing.

A points to the letters that are alike and gives S a card on which to write in the missing letters.

- 4 = S's letters are excellent reproductions.
- 3 = 5's letters are adequate, only minor flaws can be observed.
- 2 = S reproduces only only half of the letters. Some of S's letters are drawn backwards.
- I = S reproduces one or two of the letters, major flaws can be observed in S's letters.
- Ø = doesn't attempt to draw the letters.
 - S cannot draw the letters.
 - S's drawings are not recognizable as letters.



English Effectiveness Screen

8

8

These are things you find at home.

Name the objects of the drawings that I'm going to touch.

1. fork 2. 1 are 3. table 4. lamp

A touches the drawings of the objects indicated above.

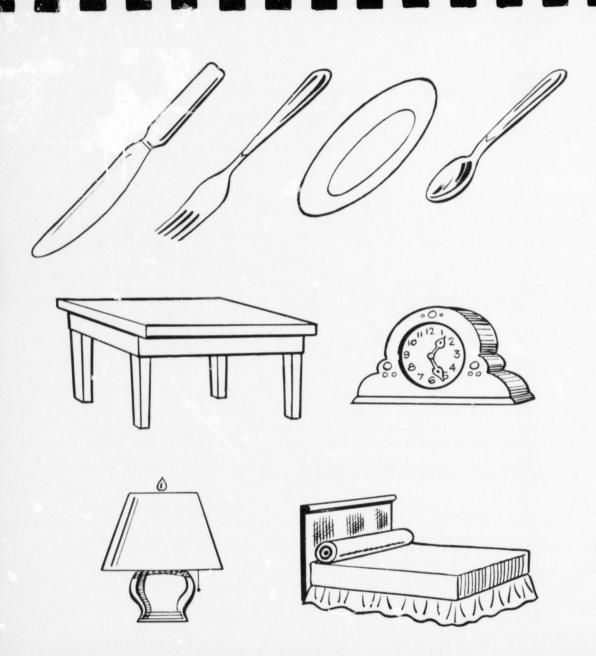
4 == Does not apply.

3 = S names all four objects correctly.

2 = S names only three objects correctly.

I = S names I or 2 objects correctly.

 \emptyset = S cannot name the objects indicated by A.



English Effectiveness Screen

9

9

Touch the drawing of the . . .

PLATE

SPOON

CLOCK

BED

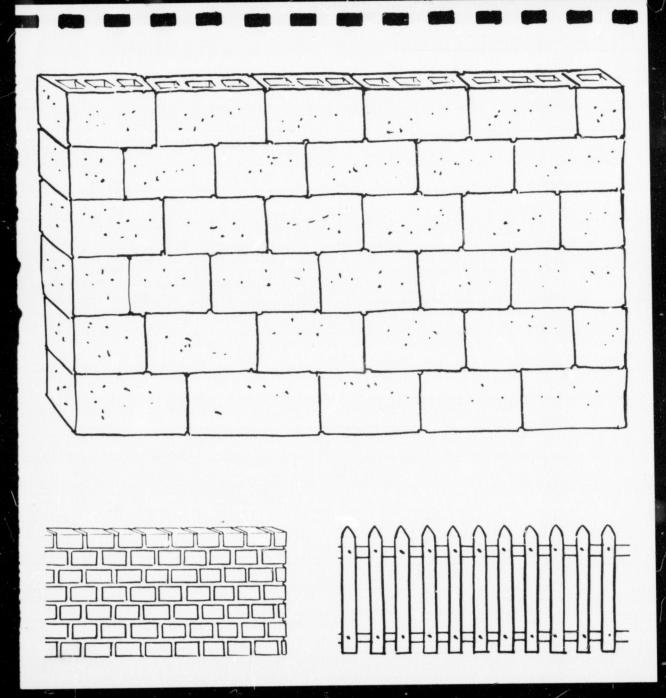
4 - Does not apply.

3 - S touches all the right drawings.

2 - S touches only three drawings correctly.

I - S touches I or 2 drawings correctly.

 \emptyset = S doesn't touch any of the right drawings.



10

This is a brick wall.

This is a picket fence.

What is this?

A first points to the nearest drawing, then to the picket fence on S's right, and finally to the brick wall on S's left.

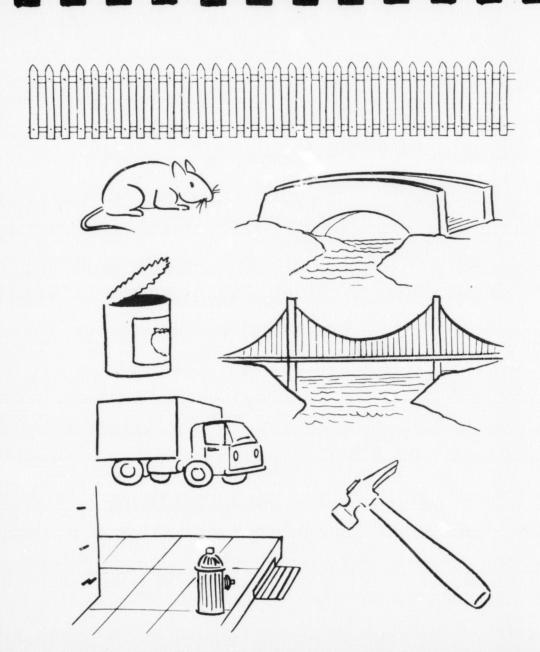
4 - That's a brick wall. OR That's a brick fence. OR That's a fence made of brick.

3 = . . . a brick wall. OR . . . a brick fence. OR . . . a fence made of brick.

2 - . . . another wall. OR . . . a fence.

inadequate or inappropriate response.

 \emptyset = S cannot respond. S doesn't respond.



11

Touch the drawing of the . . .

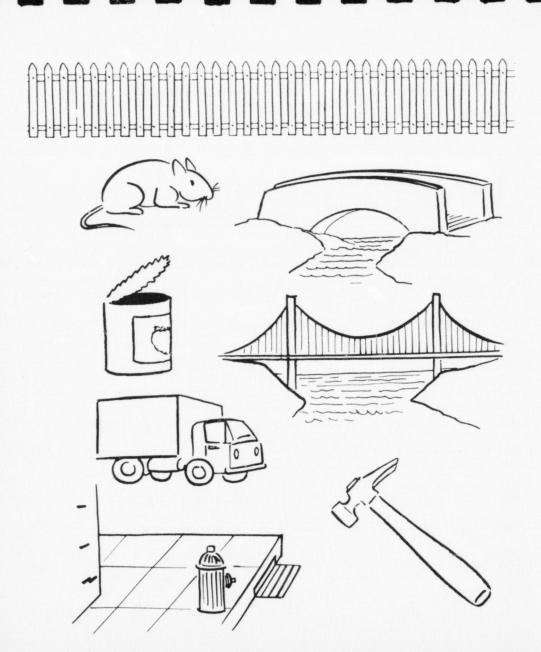
SIDEWALK

BRIDGE

HAMMER

COUCH

- 4 = Does not apply.
- 3 = S indicates that there is no couch. S touches the three drawings indicated by A i.e. sidewalk, can and hammer.
- 2 = S indicates that there is no couch and touches only two of the three drawings.
- I = S touches only one of the drawings correctly and does not indicate that there is no couch OR indicates that there is no couch only.
- $\emptyset = S$ doesn't touch any of the drawings correctly. S cannot respond. S does not respond.

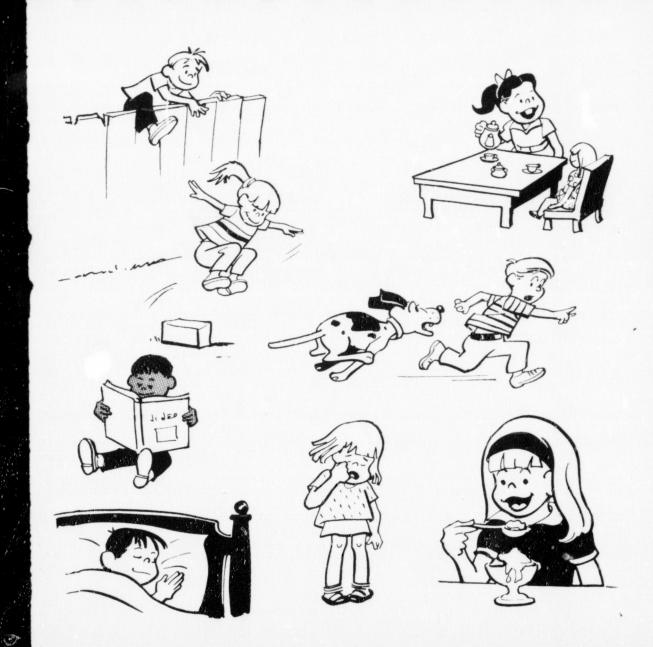


12

Name the objects that I'm going to touch.

- 1. fence 2. truck 3. mouse 4. can
- A touches the drawings of the objects indicated above.

- 4 = Does not apply.
- 3 = S names all four objects correctly.
- 2 = S names only three objects correctly
- I = S names I or 2 objects correctly.
- extstyle ext



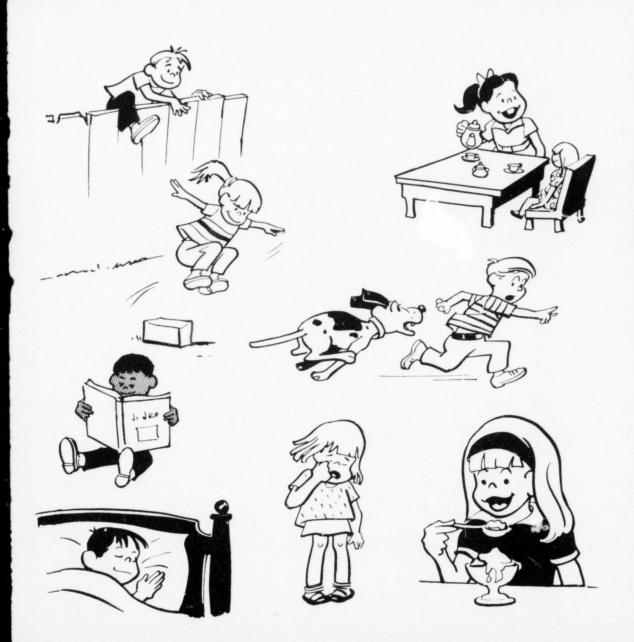
13

I'm going to touch some of the drawings.

Tell me what the kid in mach drawing is doing.

- 1. eating 2. sleeping 3. jumping 4. climbing
- A touches the drawings in the order indicated above.

- 4 Does not apply.
- 2 Three correct responses.
- 3 Four correct responses.
- I One or two correct responses.
- Ø No response OR correct responses.



14

Point to the drawing of the kid who is . . .

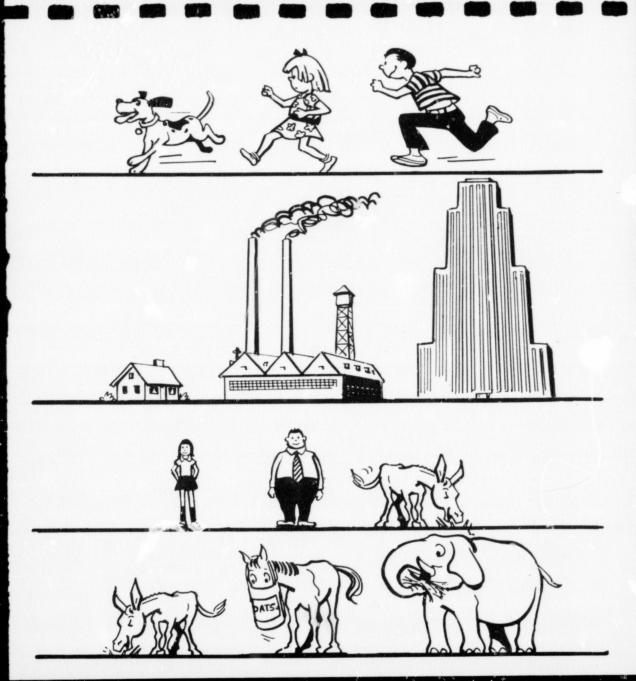
PLAYING HOUSE

READING A BOOK

RUNNING FROM A DOG

CHING

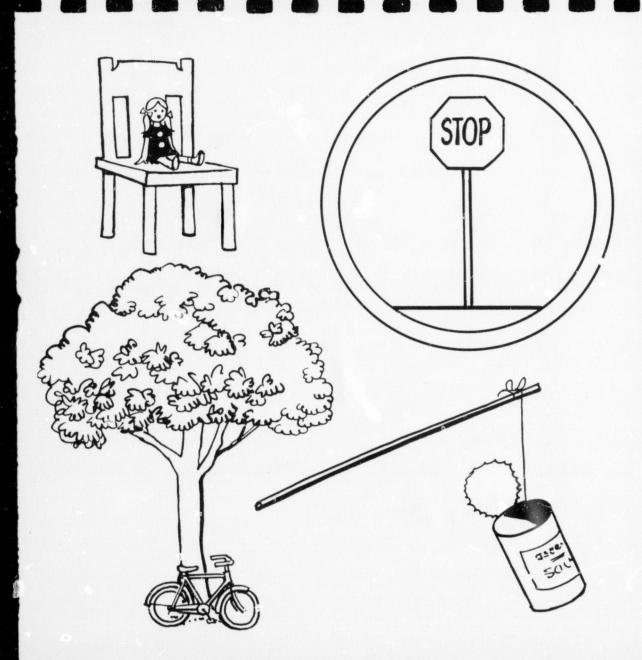
- 4 Does not apply.
- 3 Four correct responses.
- 2 Three correct responses.
- I One or two correct responses.
- Ø No response OR no correct responses.



•

- 1. Here is a dog, a girl, and a boy. Tell me which one of them moves fastest.
- 2. Here is a house, a factory, and a skyscraper. Tell me which one of them is tallest.
- 3. Here is a girl, a boy, and a donkey. Tell me which one of them looks fat.
- 4. Here is a donkey, a horse, and an elephant. Tell me which one of them eats a lot.

- 4 = Does not apply.
- 3 = Four correct responses, i.e. the dog, the skyscraper, the boy, and the elephant.
- 2 = Three correct responses.
- I One or two correct responses.
- Ø No response OR no correct responses.



16

Here we have a doll, a stop sign, a bicycle, and a can.

WHERE IS THE DOLL?

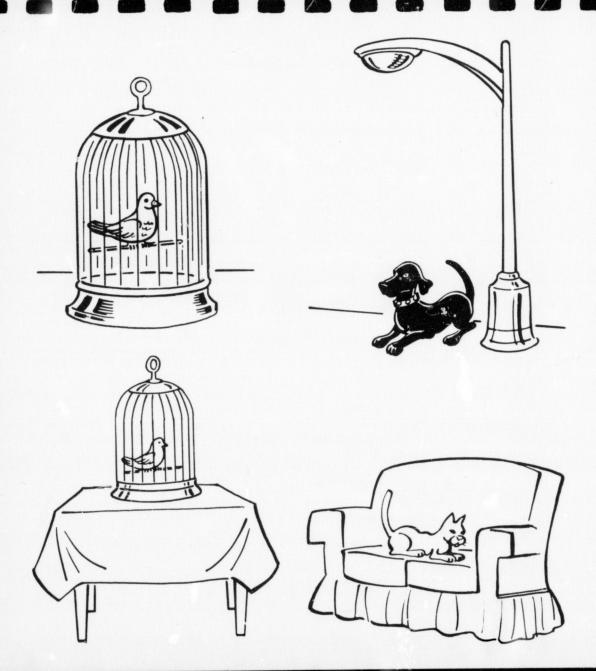
WHERE IS THE STOP SIGN?

WHERE IS THE BICYCLE?

WHERE IS THE CAN?

A points to the objects in the order indicated above.

- 4 = Four responses that are more than adequate, e.g. + sitting on a tall chair, inside a circle, leaning against a tree, hanging on a string on a pole (or stick).
- 3 = Simple answers to the four questions, e.g., on a chair, inside a circle, against a tree, on a string.
- 2 Adequate responses to 3 of the 4 questions.
- I = Answers to one or two of the four questions.
- Ø = No responses OR inappropriate responses.



17

Here we have a cage, a lamp post, a table, and a couch. Tell me what you see . . .

IN THE CAGE

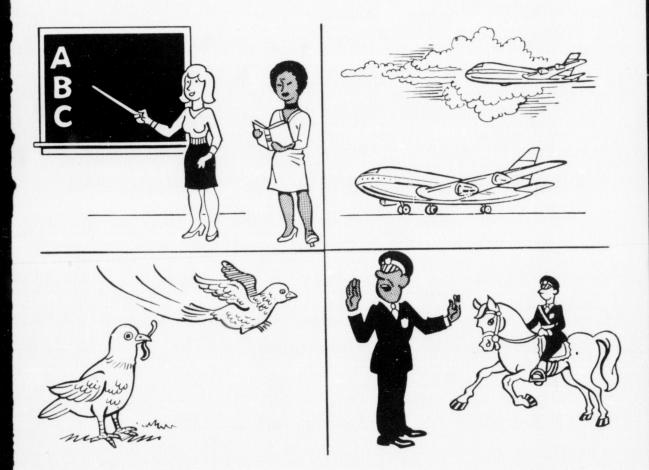
BY THE LAMP POST

ON THE TABLE

ON THE COUCH

A points to the objects in the order indicated above.

- 4 Does not apply.
- 3 Four adequate responses.
- 2 Three adequate responses.
- I One or two adequate responses.
- Ø No responses OR inappropriate responses.



18

Here we have two teachers, two planes, two birds, and two policemen.

TELL ME WHAT EACH TEACHER IS DOING.

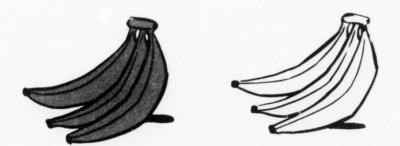
TELL ME WHAT EACH PLANE IS DOING.

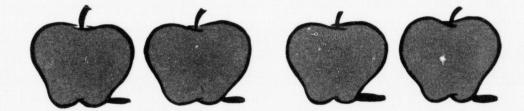
TELL ME WHAT EACH BIRD IS DOING.

TELL ME WHAT EACH POLICEMAN IS DOING.

A waits for the response to one command before articulating another. A points to the objects in the order indicated above.

- 4 = S describes all the activities with a variety of sentence patterns.
- 3 = \$ describes seven or eight of the activities with a fixed sentence pattern, e.g., This is . . . This is . . .
- 2 = S describes four to six activities correctly with a single sentence pattern.
- I = S describes only two or three activities with the same sentence pattern.
- \emptyset = S doesn't respond appropriately to the commands, S cannot respond at all OR at most describes one activity, e.g., bird flies . . .





19

These are green bananas.

These are ripe bananas.

What are those?

After pointing to the bundles of green bananas and ripe bananas, A points to the green apples and ripe apples.

- 4 These are green apples and ripe apples. These are green apples and red apples. These are two green apples and two red apples.
- 3 = These are apples. **OR** . . . two red apples and two green apples. **OR**.. . two green apples and two red apples.
- 2 = ... four apples. OR ... apples.
- I = ... inappropriate or very inadequate response.
- \emptyset = No response. S cannot respond.

20

These are apples and pears.

These are apples and bananas.

What are those?

A first points to the nearest row, then to the middle row, and finally to the row near S.

4 = These are green bananas and ripe pears. These are two bananas and two pears.

 ${f 3}={f These}$ are bananas and pears. ${f OR}$. . . green bananas and ripe pears. ${f OR}$. . . two bananas and two pears.

2 = ... more fruit. OR ... bananas and pears.

 $I = \dots$ fruit. OR some other well articulated but inappropriate response.

 \emptyset = No response. S cannot respond.



21

How is this star different from the others?

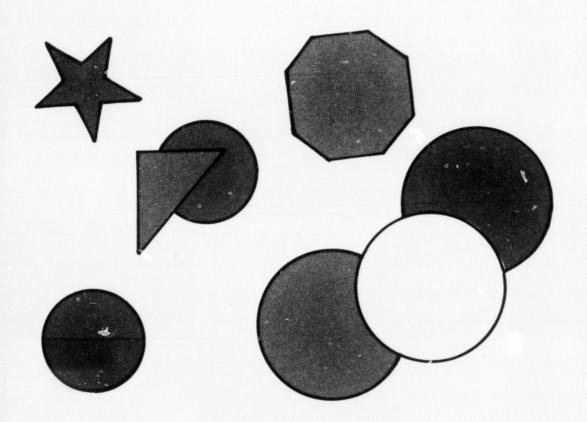
A shows S a row of stars. All the stars are yellow except one which is red and is slightly out of line. A points to the red star.

- 4 = That star is red and has a yellow edge and the others are yellow and have red edges.

 That star is out of line and has a yellow border and the others are yellow and have red borders.

 The ones that are yellow with red borders are in line and that red one is not in line.

 That red one is out of line and higher than the yellow ones with the red edges. The red one has has yellow borders and is higher than the yellow ones with red borders.
- 3 That red and yellow star is not in line with the others.
 The yellow ones with red borders are in line and the red one is not.
 The red one is higher than the yellow ones.
 That one is different from the others: it is red and has yellow edges.
 The yellow ones are all the same and they are lower than the red one with the yellow edge.
- 2 That one is red inside and yellow outside.
 That one is red and is higher than the others.
 The yellow ones are lower and that red one is higher.
- I It's red.
 That red one is higher than all the others. It isn't in line.
 It isn't yellow.
 It's outside the line.
 It's higher.
 It's alone.
- Ø = No response. S cannot respond.



22

Tell me what you see here.

What's on this card?

If S's description doesn't seem adequate or exhaustive, A should ask . . .

What else do you see here?

- 4 = S gives an exhaustive or satisfactory description. S names most of the geometric figures. S indicates the number, size, and color of the figures.
- 3 = S names most of the figures and indicates their number and color.
- 2 = S names most of the figures.
- I = S gives a vague description of the things that appear on the card, e.g., some things of different colors.
- $\emptyset = S$ cannot describe what appears on the card. S doesn't respond.





English Effectiveness Screen

23 GRADE 2—GO TO UNIT 26. 23 Mark 5 for Units 23 to 25.

This is a red circle.

What is this?

After A points to the red circle, A points to the blue square.

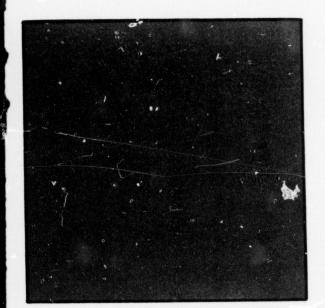
4 = That's a blue square. OR That's a blue, four-sided figure.

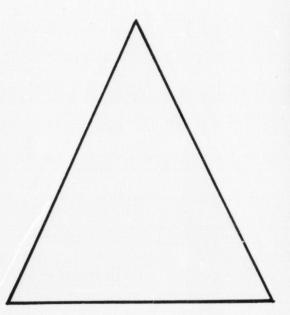
3 - That's & square. OR . . . a blue square.

2 - ... a square.

1 = ... something blue. OR some other inappropriate response.

Ø = No response. S cannot respond.





24

This is a blue square.

What is this?

After A points to the blue square, A points to a yellow triangle.

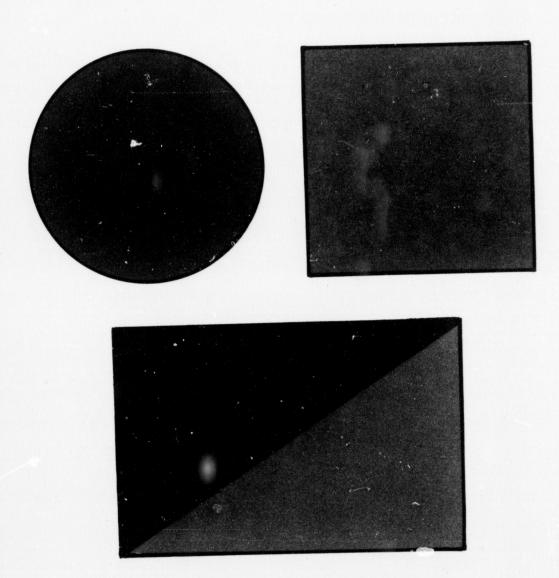
4 = That's a yellow triangle. OR That's a yellow, three-sided figure.

3 - That's a triangle. OR . . . a yellow triangle.

2 - . . . a triangle.

1 - . . . something blue. OR some other inappropriate response.

Ø = No response. S cannot respond.



This is a blue circle.

This is a green square.

What is this?

After A points to the blue circle and the green square, A points to the red and black rectangle.

- 4 That's a red and black rectangle.
 That's a rectangle made out of two triangles, one black and one red.
- 3 = Those are two triangles, one black and one red. OR That's a rectangle. OR . . . a red and black rectangle.
- 2 . . . a rectangle. OR two triangles.
- 1 = ...something red and black. OR ...a red and black square. OR some other inappropriate response.
- Ø = No response. S cannot respond.

A shows S a card with

S's name from Unit 1.

26 KINDERGARTEN—GO TO UNIT 36 26 Mark 5 for Rows 26 to 35.

What is this?

A shows S the card obtained from Unit one (I) with S's name printed on it. A waits for S's response and asks . . .

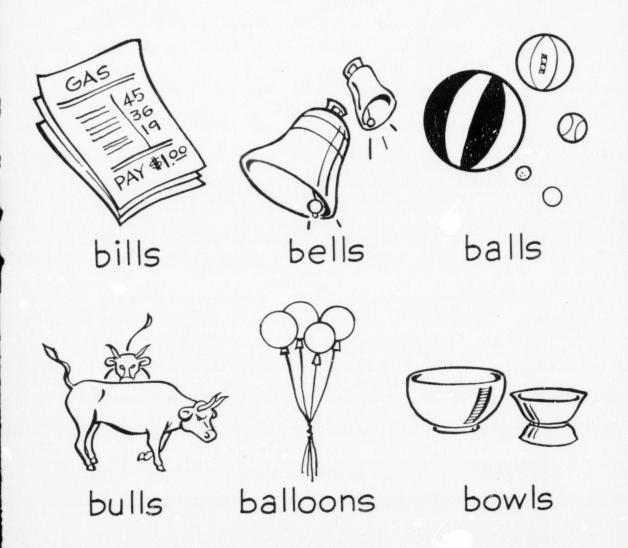
What are the small letters of your name?

A holds up the card to enable S to spell the letters. After S responds, A asks . . .

What is your Mother's name?

A writes S's mother's name on a card to be used for Unit 35.

- 4 S spells small letters of own name.
 - S recognizes own name.
 - S gives mother's full name.
- 3 = S recognizes own name. S knows all but one or two of the letters of own name. S gives mother's full name.
- 2 = S recognizes own name. S knows only half of the letters of own name. OR S gives mother's first name only.
- I = S gives mother's name only. S cannot recognize own name. S cannot spell small letters.
- Ø = No response. S cannot respond.



bells bills balls bowls bulls balloons

27

Read all the words at the bottom of the card for me.

A waits for S to read the words and says . . .

These are drawings for things the words describe.

Tell me which of the words are for things that look like circles.

A waits for S's response and then says . . .

Do bells and bowls look like circles?

A points to drawings of bells and bowls.

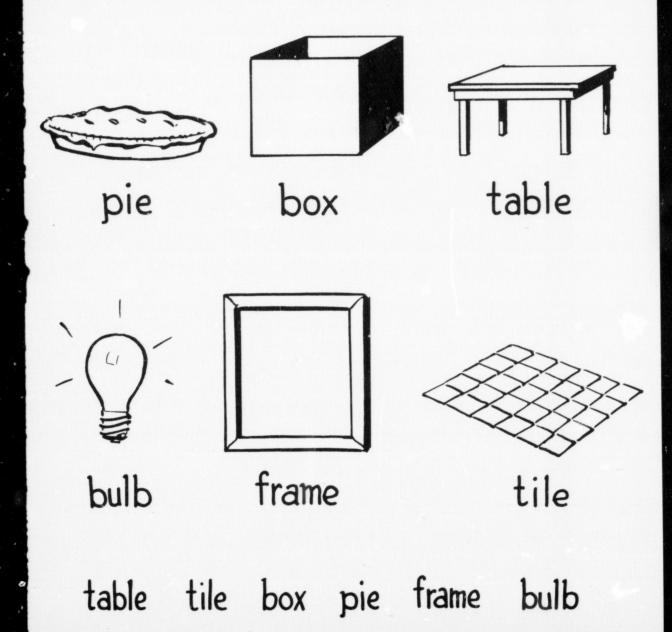
4 = S reads 5-6 words. S explains thoughts about bells and bowls. 2-4 things look like circles to S.

3 = S reads 3-4 words. S explains thoughts. Two things look like circles to S.

2 = S reads 1-2 words. 1-2 things look like circles to S. S cannot explain thoughts.

I = S reads I word. S cannot explain thoughts. None of the things or all of the things look like circles.

Ø = S cannot read. S doesn't read.



28

Read all the words at the bottom of the card for me.

A waits for S to read the words and says . . .

These are drawings for things the words describe.

Tell me which of the words are for things that look like squares.

A waits for S's response and then says . . .

Do tiles and tables look like squares?

A points to the drawing of the tile and the drawing of the table.

^{4 =} S reads 5-6 words. S explains thoughts about the table and the tile. 3-4 things look like squares to S.

^{3 =} S reads 3-4 words. S explains thoughts. 2 things look like squares to S.

^{2 =} S reads 1-2 words, 1-2 things look like circles to S. S cannot explain thoughts about the table and the tile.

I = S reads one word. S cannot explain thoughts. None of the things or all of the things look like squares.

Ø = S cannot read. S doesn't read.



hills cups corners chairs cones sails

29

Read all the words at the bottom of the card for me.

A waits for S to read the words and says . . .

These are drawings for things the words describe.

Tell me which of the words are for things that look like triangles.

A waits for S's response and then says . . .

Do corners and hills look like triangles?

A points to the drawings of corners and hills.

4 - S reads 5-6 words. S explains thoughts about corners and hills. 3-4 things look like triangles to S.

3 - S reads 3-4 words. S explains thoughts. Two things look like triangles to S.

2 — S reads 1-2 words. 1-2 things look like triangles to S. S cannot explain thoughts about corners and hills.

1 — S reads one word. S cannot explain thoughts. None of the things or all of the things look like triangles.

Ø - Scannot read. S doesn't read.

the kitten is on the bed

30

These are words.

Please read them.

A waits for S to read the words.

1. the 2. kitten 3. is 4. on 5. the 6. bed

After S reads the words, A asks . . .

Do these words make a sentence?

If S says "Yes," A says to S . . .

Write the sentence on this card.

If S says "No," A tells S ...

Write the words on this card.

A gives S a card on which to write.

- 4 = S reads the words.
 - S says that the words make a sentence.
 - S writes all the words without errors.
- 3 = S reads the words.
 - S writes the words.
 - S doesn't know that the words make a sentence.
- 2 = S reads the words.
 - S writes the words with difficulty.
- I = S reads some of the words.
 - S writes 1/2 of the words.
- Ø = S cannot write. S doesn't write.



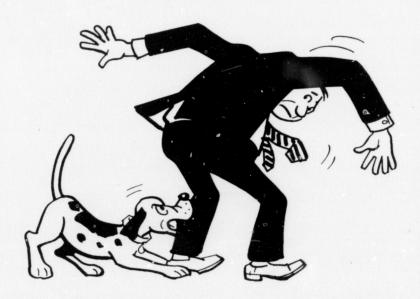
Th_ c_t is in the t___.
he d_g _s _n the gr__nd.

31 GRADE I—GO TO UNIT 41. Mark 5 for Units 31 to 40. 31

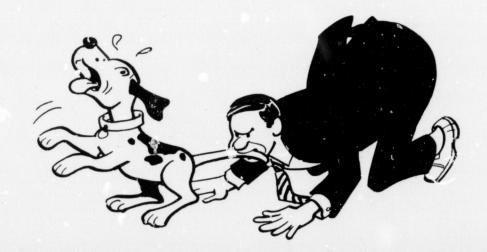
Look. This is a drawing of a cat, a dog, and a tree. Those sentences in the card describe the drawing, but there are letters missing. Write in the missing letters.

A first points to the drawing. Then, A points to the sentences on a card which A gives to S. The card has the same sentences found at the bottom of the drawing.

- 4 = 5 writes in 10-11 letters correctly.
- 3 S writes in 7-9 letters correctly.
- 2 S writes in 4-6 letters correctly.
- I S writes in 2-3 letters correctly.
- Ø S doesn't write. S cannot write.



bit dog the the man



32

The words in the middle of the drawing can be used to say something about a dog or about a man. Can you put the words in the right order and make sentences with them?

- 1. bit
- 2. dog
- 3. the
- 4. the
- 5. man

A may give S a card on which to write the sentences. If S is unable to make sentences, A should , we S clues . . . e.g., The man . . . The dog . . .

- 4 == 5 makes three sentences without receiving clues: (1) The man bit the dog; (2) The dog bit the man; and (3) . . . the man the dog bit.
 - S makes two sentences without receiving clues.
- 3 S makes one sentence without receiving clues and a second sentence after receiving clues.
- 2 = S makes two sentences after receiving clues.
- I S makes one sentence after receiving clues.
- $\emptyset = S$ cannot produce sentences. S cannot respond. S doesn't respond.

A gives S four sets

of words orally,

one set at a time.

33

I'm going to give you some words. Write a sentence using the two words that I'm going to give you. A gives S four sets of words orally.

I. DOG	YARD
2. DOLL	GIRL
3. SLEEP	BED
4 READ	ROOKS

found in the sentences S writes.)

If S cannot write, A says . . .

Say something using the words . . .

A goes over the four sets in the order indicated above. A gives S one set at a time.

- 4 = S write four sentences using the eight (8) words of the four sets. (Fewer than five errors can be found in S's writing.)
- S writes three sentences using the words from three of the four sets. (Fewer than five errors can be found in the sentences S writes.)
 S writes four sentences using the eight (8) words of the four sets. (Fewer than ten errors can be
- 2 = S writes two sentences using the words from two of the four sets. (Fewer than five errors can be found in the sentences S writes.) S verbalizes 3-4 sentences.
 S writes three sentences using the words from three of the four sets. (Fewer than ten errors can
 - ${\bf S}$ writes three sentences using the words from three of the four sets. (Fewer than ten errors can be found in the sentences ${\bf S}$ writes.)
- S writes one sentence using the words from one of the sets. S writes more than one sentence but errors can be found in more than half of the words. S verbalizes 1-2 sentences.
- $\emptyset = S$ cannot write. S cannot verbalize sentences. S doesn't respond.

sleeps dog <u>floor</u>

moon night stars

cookies ate morning

34

Say something using these words and other words you know.

A gives S one written set of words at a time. If S is able to produce sentences orally, A says . . .

Write that on this card.

A nands S a card on which to write. A uses three sets of words for this assessment unit.

- 1. sleeps, dog, floor
- 2. moon, night, stars
- 3. cookies, ate, morning

A should tell S that S doesn't have to use the words in the order that A gives S the words. If S cannot produce sentences using three-word sets A should give S two-word sets by omitting the words that are underlined.

- 4 = S produces sentences orally using 2-3 words and S writes the same sentences with 1-2 errors in each sentence.
- 3 = 5 produces 2-3 sentences orally and writes the same sentences with three (3) or more errors in each sentence.
- 2 = S produces sentences orally but is unable to write the sentences.
- I = S produces I-2 sentences orally and has problems with half of the words.
- $\emptyset = S$ doesn't write. S cannot produce sentences. S doesn't respond. S cannot respond.

A asks for S's address.

A uses the card with S's

mother's name from Unit 26.

35

Where do you live?

A wants the number, street, and borough of S's address. If A doesn't obtain the whole address with the open question, A should ask for the missing elements . . .

At what number? On what street? In what city?

A waits for S to respond and then says . . .

I want you to write what I am going to say.

A uses a card obtained from Unit 26.

A dictates two sentences to S.

My mother's name is . . . (S's mother's name.) My friend has a big, white rat for a pet.

- $\mathbf{4} = \mathbf{S}$ gives the number, street, and borough for address. \mathbf{S} writes the two sentences without error.
- 3 = S knows only two elements of own address. S writes the two sentences with minor errors.
- 2 = 5 knows one element of own address. 5 writes two thirds of the words without errors.
- 1 = S is not certain about own address. S knows one element of own address. OR S writes 1/4 of the words of the two sentences.
- Ø = S cannot write. S doesn't respond. S cannot respond.



36

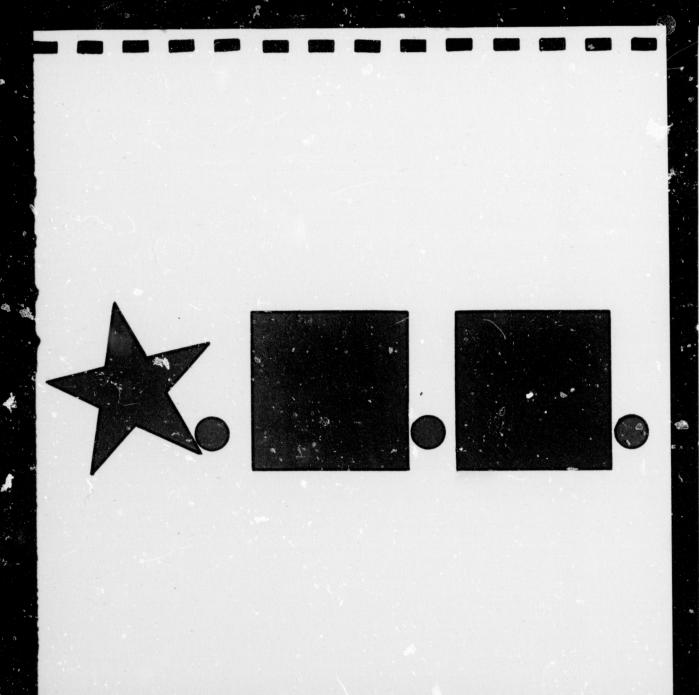
How is this circle different from those two?

A shows S three circles: one is blue and has a white star inside and the other two are green and both have yellow circles inside. A holds index finger on the blue circle with the white star.

4 = That one on the top is blue and has a white star and these at the bottom are green and yellow. That one is blue and has a white star inside and the ones at the bottom are green and each one has a small, yellow circle inside.
That one his the same size as the circles on the bottom, but that one is blue and has a white star and these are green and have yellow circles inside.

The blue one on the top has a white, five-pointed star inside and the green ones have yellow circles.

- That one has a white star and these are green and yellow.
 These are green and yellow and don't have a star inside.
 These have small, yellow circles inside and the one on my right has a white star.
 These on the bottom look like green donuts and that one on the top has a white star.
- 2 That one is blue and white and these are green and yellow. That one has a star and these have circles, The green and yellow ones don't have a star. The one with the white star isn't green.
- That one is blue.
 These are green.
 These have circles.
 That one has a sta.
- Ø = S doesn't respond. S cannot respond.



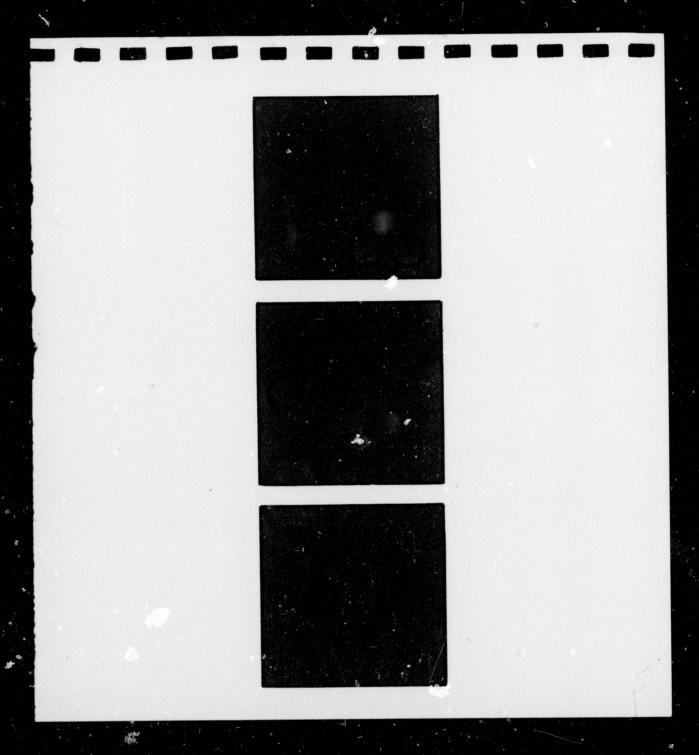
37

How is this dot different from these two?

A shows S three dots; one dot is next to a blue star and the other two are next to two blue squares.

- 4 = That one is next to a blue, five-pointed star and those are next to two blue squares.

 That one is near the point of the blue star and those are next to the side of two blue squares.
- 3 That one is next to a star and those are next to squares.
 Those are on the side of squares and that one is near a star.
- That one is next to a star. Those are next to two squares. Those are near the squares. That one is near the star.
- Those are on the edge.
 That one is near the point.
- Ø \$ doesn't respond. \$ cannot respond.



38

Here we have three pairs of dots.

How is that pair of dots different from this pair and this one?

A shows \$ three pairs of dots inside blue squares. The first pair of dots involves a red dot and a black dot, and the other two pairs are both made of red dots. A rests index finger near the "odd" pair of dots.

- 4 These are red and black and they are in the middle of the square, and those are red and they are on the side and the corner of the other squares.
 - These are in the middle of the bottom square and they are different in color, one is red and one is black, and those are all red, two are on the side of the middle square and the other two are on the bottom of the top square.

The red pairs are on the side and the bottom of the other blue squares and the red and black pair is in the middle of the bottom square.

- 3 These are red and black dots and all of those are red.
 The red and black ones are in the middle of the blue square at the bottom.
 Those on the top are red and they are not in the middle of the squares like the red and black pair.
- Those are not red and black like these.
 These are not all red like those.
 These are in the middle of the square.
 Those are not in the middle of the square.
 These are in the bottom square and those are not.
- There is no difference.
 They are all small.
 ... some other inadequate or inappropriate response.
- Ø = \$ doesn't respond. \$ cannot respond.



39

This is a rake.

This a pile of dead leaves.

This is a truck.

This is a man.

The man wants to get rid of the leaves, What can he do to get rid of them?

A points to the objects in the drawing in the order indicated above. If \$ doesn't .espond within a few seconds, A says . . .

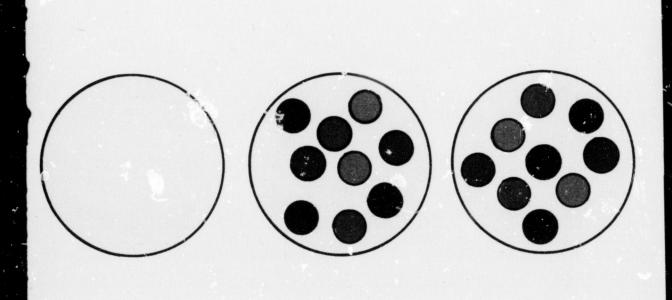
What can he do with the rake? What can he do with the truck?

- 4 He can rake up the leaves, put them on the truck, and take them to the dump. He can put the dead leaves on the truck and take them to the dump to get rid of them. He can get rid of them by putting them on the truck and taking them to the dump. He might put them on the truck and take them to the dump or he might burn them.
- 3 = He could take norm to the dump on the truck.
 He could pile them up and burn them.
 He can pile them up and use the rake to put them on the truck.
- 2 = He can burn them.
 He can use the truck to get rid of them.
 S gives value 3 solution when A uses the two additional questions.
- 1 . . . burn them.

... use the truck.

S gives value 2 solution when A uses the two optional questions.

Ø = \$ offers no solutions. \$ doesn't respond.\$ cannot respond.



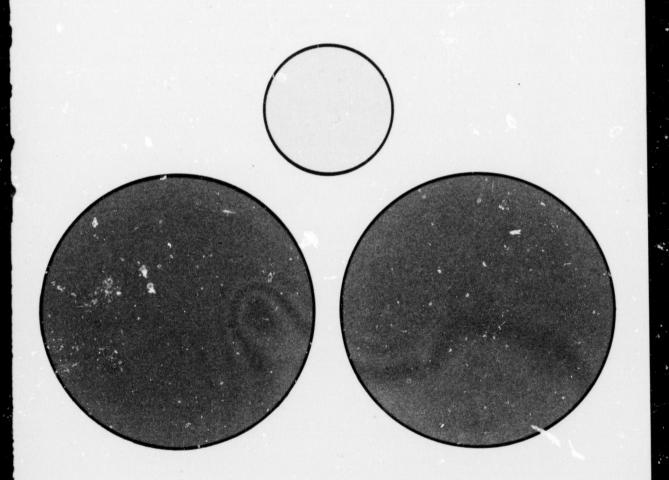
40

How is this yellow circle different from these two?

A shows S three circles, two having small, colored doss inside of them. A points to the "empty" circle.

- 4 = Those two have colored dots inside of them and that one doesn't have any.
 The two on the right have red, green, and black dots and that one doesn't.
 Those are full of colored dots and that one is empty.
- 3 = The one on the left doesn't have any colored dots. Those two have many dots of different colors. That one is all yellow and has no dots.
- 2 It has no dots. The others have dots. The others have many dots. Those two have dots inside. This one has no dots inside.
- I = ... no dots.... is yellow. OR some other inappropriate response.
- $\emptyset = S$ doesn't respond. S cannot respond.

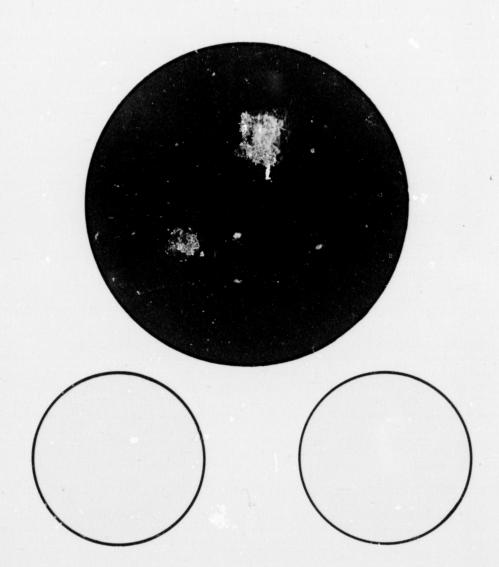




How is this circle different from these two?

A shows S three circles; two of the circles are big, red ones and one is a small, yellow one. A first points to the small, yellow circle and then to the big, red ones.

- 4 The circle on the top is small and yellow and the other two are big and red. That is a small, yellow circle and these are big and red. That is a little, yellow one and these others are big, red ones.
- 3 = That one is yellow and these are red.
 That one is smaller and yellow.
 These are bigger and red.
 These are bigger than that one.
- 2 = That one is small. OR That one is yellow. OR These are big. OR These are red.
- I = . . . inappropriate response.
- Ø S cannot respond. S doesn't respond.



42

How is this blue circle different from these two circles?

A shows S three circles, two small, yellow ones and one large, blue one. A rests index finger on the blue circle.

- 4 = The circle on the left is large and blue and the two on the right are small, and yellow. That one is a great, big blue circle and the others are very small, yellow ones. The blue one is much bigger than the two yellow ones on the right.
- 3 That one is blue and these are yellow.
 That one is larger and blue.
 These are yellow and smaller.
 The ones on the right are smaller than the blue one.
- 2 These are not blue. That one is not yellow. That one is larger. These two are smaller.
- That one is blue. These are yellow. That one is large. These are small.
- Ø = . . . inappropriate or irrelevant response.

 S cannot respond. S doesn't respond.



Ø

This is Little Mary.
This is her doll.
This is her ball.
Today, she can only play with her ball. She can't play with her doll.
Why is that?

A points to the little girl and the objects in the drawing in the order indicated above.

- Because she is too little and she can't reach the doll.
 The doll is too high and Mary is too little to reach it.
 The ball is low enough for Mary to reach it and the doll is too high.
 Mary can reach the ball but she can't reach the doll.
- 3 She is too little to reach the doll.

 Because the ball is low and she can reach it.

 Because the doll is too high and she can't reach it.

 Because the ball is lower than the doll.

 Because nobody can get it for her.

 Because she can't climb on the chair.
- 2 She is too little. She can't reach it. She only reaches the ball. The doll is too high.
- Mory is little.
 Mary only plays with the ball.
 ... some other inadequate or inappropriate response.
- $\emptyset = S$ doesn't respond. S cannot respond.



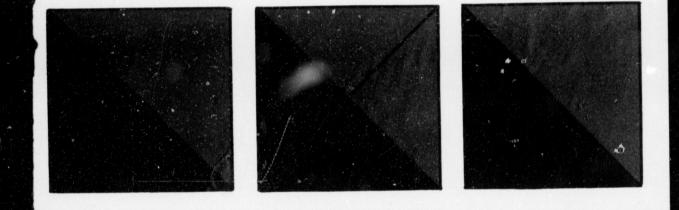
44

44

These are two boys going to school.
This is Bob riding a bicycle.
This is John walking.
Bob always gets to school first.
Why is that?

A points to the boy on the bicycle and the boy on foot.

- That's because it takes a long time to walk to school and the bicycle goes faster. That's because Bob rides the bicycle and the bicycle goes faster. That's because John doesn't have a bicycle and it takes longer to walk. That's because John can't go very fast on foot and Bob has a bicycle.
- That's because Bob rides the bicycle.
 That's because you go faster on a bicycle.
 That's because John doesn't have a bicycle.
 That's because walking is slower than riding a bicycle.
 That's because John can't go as fast on foot.
 That may be because Bob always rides the bicycle.
- 2 = Bob rides the bike. John walks to school. A bicycle is faster. Walking is slower.
- I = Very inadequate, almost irrelevant, or incoherent response.
- Ø = S doesn't have an answer. S doesn't respond. S cannot respond.



45

45

How many squares do you see here? How many triangles do you see? How is the center square different from the other two?

A gives S ϵ ugh time to answer the first two questions before asking the third one.

- The center square is red, black and green and the others only have two colors, the one on the right is red and black and the one on the left is black and green.
 The center square has a large black triangle and two small ones, one red and one green, and the two other squares have two large triangles each.
 The squares on the ends have two large triangles each, one is black and red and one is black and green, and the center square has three triangles, one is a large black one, one is a small, red one and one is a small, green one.
- 3 = The square in the middle is red, green, and black and the other two only have two colors each. The others are green and black and red and black, and the one in the middle is red, green, and black.

The square in the middle has two small triangles and a large one and the two on the ends have two large triangles each.

- The ones on the sides only have two colors. The one in the middle has more colors. The one in the middle has more triangles. The ones on the side only have two triangles each. The one in the middle has one more color. The ones on the sides have one less color.
- The middle one is black, green and red. The end ones are black and green or red. The one in the center has three triangles. The ones in the ends have two triangles.
- Ø = S doesn't have answers. S doesn't respond.
 S cannot respond.



46

46

This is a little girl.

This is her doll.

The little girl wants to play with her doll.

What can she do to get it?

A should not point to the chair or the little girl's mother. If S's response relates to the chair (e.g. She can use the chair to get it.), A says . . .

What if the chair is too heavy?

If S's response relates to the little girl's mother (e.g. She can ask her mother for it.), A says . . .

What if her mother is too busy?

- 4 = She could use the chair to reach it or she could ask her mother for it.

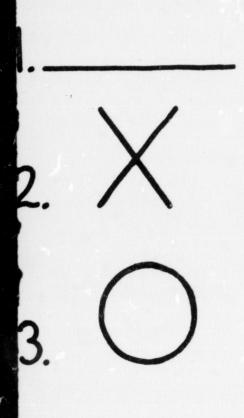
 She might ask her mother for it or she might try to reach it with the chair.
- 3 = She could reach it by climbing on the chair. She could ask her mother to get it for her. She might use the chair to reach it.
- 2 = S gives two solutions when A uses the optional questions.
 - ... by climbing on the chair.
 - . . . by asking her mother for it.
- I = S gives one solution when A uses one of the two optional questions.
- Ø = S finds no solution. S doesn't respond.
 S cannot respond.

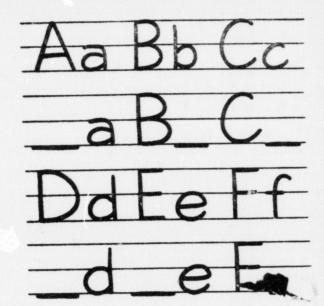
End

of Grades K, 1, and 2

Assessment.

Th_ c_t is in the t___.
he d_g _s _n the gr__nd.





HAND SCORING KEY FOR LAB ANSWER SHEET

DO NOT WRITE ON OR DEFACE ANSWER SHEET— SUB AND TOTAL SCORES SHOULD BE RECORDED ON SUMMARY SHEETS.

LEVEL II & III
TEST 4: SPEAKING - PARTS 1, II & III

I	•		•			•	•
S P						(*)	
S P E A K			6	•	•		
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u		e	0				
П							
S P							
S P E A K							
I N G							
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S P							
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N G							
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S P							
E A K							
N G							

HAND SCORING KEY FOR LAB ANSWER SHEET

DO NOT WRITE ON OR DEFACE ANSWER SHEET— SUB AND TOTAL SCORES SHOULD BE RECORDED ON SUMMARY SHEETS.

LEVEL II

1975 by BOART OF EDUCATION OF THE CITY OF NEW YORK

TEST 1: READING - PARTS 1, II & III TEST 2: WRITING READING II READING Ш READ N G IV

HAND SCORING KEY FOR LAB ANSWER SHEET

DO NOT WRITE ON OR DEFACE ANSWER SHEET— SUB AND TOTAL SCORES SHOULD BE RECORDED ON SUMMARY SHEETS.

LEVEL II & III
TEST 4: SPEAKING - PARTS 1, II & III

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HAND SOORING KEY FOR LAB ANSWER SHEET

DO NOT WRITE ON OR DEFACE ANSWER SHEET— SUB AND TOTAL SCORES SHOULD BE RECORDED ON SUMMARY SHEETS.

LEVEL III
TEST 3: LISTENING - PARTS I, II, III, & IV

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		*			
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HAND SCORING KEY FOR LAB ANSWER SHEET

DO NOT WRITE ON OR DEFACE ANSWER SHEET— SUB AND TOTAL SCORES SHOULD BE RECORDED ON SUMMARY SHEETS.

LEVEL III
TEST 1: READING - PARTS I, IJ & III TEST 2: WRITING

	• 1			
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	4			
6.3	•	•		
	•.			
	•			

New York City

Language Assessment Battery (LAB)

Level III

Test 1: Reading

Test 2: Writing

Test 3: Listening



BOARD OF EDUCATION OF THE CITY OF NEW YORK

Irving Anker, Chancellor

OFFICE OF EDUCATIONAL EVALUATION

110 Livingston Street Brooklyn, N.Y. 11201

(3) answer (4) bell

WHAT TO DO:

- Read each incomplete sentence.
 Choose the word (or words) which best completes the sentence.
 Look at the answer spaces on your answer sheet.

A. Paul threw the	A 0 0 0 0 0
(1) room (2) rain (3) ball (4) morning	
B. The glass of water is	в 0 0 0 0
(1) square (2) red (3) open (4) full	
1. Seven is a	
(1) color (2) number	
(3) note	
(4) taste	
2. The outer surface of the human body is the	
(1) blood	
(2) bone	
(3) skin (4) muscle	
3. The planet on which we live is called the	
(1) moon (2) earth	
(3) star	
(4) galaxy	
4. When I ask a question I expect to hear the	
(1) chirp	
(2) call	

Go On To The Next Page

(1) kitchen(2) laundry(3) carton(4) desk

Go On To The Next Page

Level III

lest	READING: Fart I—(Continued)
12.	Where there is thunder, lightning and rain, the news reports a (1) storm (2) blizzard (3) drought (4) earthquake
13.	Mary and Bill have the same mother and father. Mary is Bill's (1) grandmother (2) cousin (3) sister (4) daughter
14.	Too many people in the same place make a (1) team (2) crowd (3) class (4) crew
15.	Our early morning meal is (1) dinner (2) supper (3) lunch (4) breakfast
16.	Milk and water are (1) liquids (2) juices (3) saps (4) soups
17.	The value of a ring is how much it (1) weighs (2) shines (3) is worth (4) is engraved
18.	If a law applies to the whole country it is (1) local (2) free (3) secret (4) national

Level III

(3) is (4) to be

- 1. Read each incomplete sentence.
- 2. Choose the word(s) which best completes the sentence.
- 3. Look at the answer spaces on your answer sheet.

FS						
. There is aon the shelf.	A	i	2	3	î	5
(1) books (2) book's (3) book (4) books'		u	٠	•	٠	
This is coat.	В	i	2	3	â	5
(1) John's (2) John (3) Johns' (4) Johnes		٥	•		٠	
he doing the work.						
) are						
3) is						
3) tells						
3) isn't						
4) won't						
ohn and I going to the party.						
1) are						
	(1) books (2) book's (3) book (4) books' This is coat. (1) John's (2) John (3) Johns' (4) Johnes The coing the work. (1) are (1) our (2) our (3) is (4) has The hey have the truth. (5) tell (6) telling (7) tells (8) tells (9) told (9) told (1) willn't (2) aren't (3) isn't (4) won't (5) ohn and I going to the party. (1) are	There is a on the shelf. (1) books (2) book's (3) book (4) books' This is coat. (1) John's (2) John (3) Johns' (4) Johnes The doing the work. (1) are (1) our (1) is (2) has (3) has (4) has (5) has (6) hey have the truth. (7) tell (8) telling (8) tells (9) told (1) told (1) willn't (2) aren't (3) isn't (4) won't (5) ohn and [going to the party. (1) are	There is a on the shelf. (1) books (2) book's (3) book (4) books' This is coat. (1) John's (2) John (3) Johns' (4) Johnes The doing the work. (1) are (1) our (1) is (2) the filing (3) tells (4) told (5) told (6) ohn says that he go to the store. (7) willn't (8) aren't (9) aren't (1) willn't (1) are (1) ohn and I going to the party. (1) are	There is a on the shelf. (1) books (2) book's (3) book (4) books' This is coat. (1) John's (2) John (3) Johns' (4) Johnes The doing the work. (1) are (1) our (1) is (2) has (3) has (4) hey have the truth. (5) tell (6) telling (7) tell (8) tells (9) told (9) told (1) told (1) told (1) willn't (2) aren't (3) isn't (4) won't (6) ohn and [1] going to the party.	There is a on the shelf. (1) books (2) book's (3) book (4) books' This is coat. (1) John's (2) John (3) Johns' (4) Johnes The doing the work. (1) are (1) our (1) is (1) has (1) hell (2) telling (3) tells (4) told (5) told (6) ohn says that he go to the store. (1) willn't (2) aren't (3) isn't (4) won't (5) ohn and I going to the party. (6) ohn and I going to the party. (7) ohn and I going to the party. (8) isn't (9) ohn and I going to the party. (9) ohn and I going to the party.	There is aon the shelf. (1) books (2) book's (3) book (4) books' This is coat. (1) John's (2) John (3) Johns' (4) Johnes The doing the work. (1) are (1) our (2) is (3) has (4) hey have the truth. (5) telling (6) telling (7) telling (8) tells (9) told (9) told (1) willn't (2) aren't (3) isn't (4) won't (5) ohn and I going to the party. (1) are

lest	I READING Part II—(Continued)
45.	1 can't find book. (1) me (2) my (3) mine (4) I
46.	go to the store. (1) ever (2) never (3) doesn't (4) nearly
47.	you know the way to San Jose? (1) Are (2) Have (3) Do (4) Is
48.	There are many in the theater. (1) children

49. Mary and Tom live on the same block. She walks to school with

(1) them

(2) childrens(3) childs(4) child

(2) they

(3) he

(4) him

50. I met _____ at the station.

(1) her

(2) hers

(3) to her

(4) she

51. If you have a lot of hope about something you feel ______

(1) hopeless

(2) hopped

(3) hoping

(4) hopeful

Level III

52.	The train runs very _	
	(1) rapidly(2) more rapid(3) less rapidly(4) rapid	
53.	We don't see	paper on the desk.
	(1) any (2) no (3) none (4) also	
54.	That hat is	
	(1) hers(2) her(3) she(4) she's	
55.	She sings very	
	(1) good (2) well (3) goodly (4) welly	
56.	They give it	-
	(1) us (2) to our (3) we (4) to us	
57.	How much	did he spend in the store?
	(1) monies(2) money(3) monie(4) money's	
58.	I know when	time to leave.
	(1) its (2) it (3) it's (4) is	

- Read each story.
 Read the question or questions which follow it.
 Choose the best answer.

- 4. Look at the answer spaces on your answer sheet.5. Fill in the space which has the same number as the answer you have chosen.

SAN	\PLE	S:	A D 0 0 0
	Α.	John wants to buy some new clothes.	AUUUU
		He needs	
		(1) soap (2) money (3) sugar (4) water	
	D	Mary is staying home because it's raining.	B 0 0 0 0 0
	D.		
		She doesn't go out because	(1) the weather is had
		(1) it's summer (2) it's two o'clock (3) today is Monday	(4) The Weather is bad
		the state of the s	
81.		u see the school nurse and tell her that you are <u>fine</u> .	
		this sentence the word <u>fine</u> means	
		you must pay money you are feeling well	
	(3)	someone owes you money	
	(4)	the day is almost over	
82.	Ве	sure to place all litter that you find in a trash can.	
	Th	is sentence would be tound in a story about	
	(1	Neeping Your Neighborhood Clean	
	(2	The High Cost of Living Our Trade With Other Countries	
		How to Travel in a City	
		ead has always been an important food all over the world. The	re are many different kinds
83.	Br	foods, both old and new, made from wheat, but bread is the m	nost common one eaten by
	ev	veryone. It is easily available and a healthful food.	
	Th	ne most common food made from wheat is	
) cereal	
) rice	
		bread potatoes	
	,-		Go On To The Next Page

Test	1	READING	Part	III(Continued	1
1621	1	KEYDING	rarr	III(Continued	1

Level III

84.	There is a great variety of programs on television. Some are humorous, others are dramatic and others educational. Sports are also very popular with many viewers.
	The programs that we can see on television are (1) many different kinds (2) produced by the government (3) all educational
	(4) seen by adults only
85.	With the high cost of living, the consumer must be very careful in making purchases. A good motto is "Buy only what you need and look for the best price."
	The main idea in this story is (1) we should spend more money on food (2) thoughtful shopping is important (3) the cost of living is going down (4) prices are the same in all stores
86.	New York City has bus routes in all the boroughs. Passengers pay one <u>fare</u> no matter how far they travel on one bus.
	In this paragraph, fare means (1) a beauty (2) a long distance (3) the price of the ride (4) justice
87.	Mr. Jones was driving home from work. He noticed smoke coming from an apartment house. Without wasting any time, he stopped his car and rang the bell of each apartment.
	Why did Mr. Jones ring all the bells? (1) He was repairing his car (2) He was going to work (3) He thought the building was on fire (4) He had time to waste

88. Newspapers in cities in the United States are very large. The Sunday edition usually has more than a hundred pages. Much of the newspaper is filled by full page advertisements. The rest of the newspaper contains articles on international and national politics, stories of local interest, comic strips and syndicated columns. The syndicated columns are printed in several newspapers on the same day.

The largest amount of space in American newspapers is devoted to

- (1) advertisements
- (2) comic strips
- (3) articles of local interest
- (4) articles written by local reporters

Go On To The Next Page

In the year 1896, Sun Yat-sen, a young man from China, was walking down a street in London, England. Sun had just arrived in England and was on his way to visit Dr. Cantlie, a British physician whom he had met in China. On the street Sun met two young men from China who began a friendly conversation with him and invited him to have tea with them. Although Sun was in a hurry, the two men were very insistent and they led him to a house which he finally realized was the Chinese Embassy. Sun found himself a prisoner of the Manchu police. The Manchus were the royal family who had cruelly ruled China for hundreds of years. In China, Sun had led an organization of peasants who had fought against the Manchus for greater freedom. Now it seemed that Sun was doomed because his captors told them that he would be sent back to China to be executed. His only hope was to get a message to Dr. Cantlie since English law would protect him if he could leave the embassy grounds. Sun, who spoke English very well, pleaded with an English butler at the embassy to help him. Finally the butler carried a note to Dr. Cantlie who immediately contacted the newspapers with the story of the kidnapped Sun Yat-sen. Soon an angry crowd gathered in front of the embassy. The Manchu police, fearing further bad publicity, released their captive.

	00	Who	2014	Sun	Vat	cani)
1	89.	who	was	Sun	Tal-	sen:	٢

- (1) an Englishman whose parents were Chinese
- (2) a person who had just arrived in England
- (3) a spy of the Manchus
- (4) a young medical student

90	The Manchus	wanted t	to	executed	Sun	Yat-sen	because	he	was	
----	-------------	----------	----	----------	-----	---------	---------	----	-----	--

- (1) the leader of an opposition movement
- (2) a notorious criminal
- (3) guilty of selling secrets to England
- (4) a smuggler

91. Sun Yat-sen was saved because _____

- (1) he bribed the butler
- (2) he was able to communicate with the butler
- (3) the butler was a distant relative
- (4) the butler wanted to go to China

92. The crowd gathered at the embassy before ____

- (1) Sun was kidnapped
- (2) Sun arrived to London
- (3) the letter arrived at Dr. Cantlie's house
- (4) the embassy released Sun

93. This story shows the victory of _____

- (1) public opinion in a free country
- (2) the Manchu Dynasty
- (3) oriental wealth
- (4) the peasant movement

Go On To The Next Page

(4) Construction of Subway Lines

Millions of New Yorkers depend upon the subway system as a means of transportation. Few realize that the safety of this complex system depends to a great extent upon a group of men who are rarely seen. These men are called track walkers. During a normal working day each man covers approximately eight miles of track. As you might imagine they find a great variety of lost items, from money to false teeth. More important is their job in protecting the safety of passengers in the subway. Not long ago two visitors to New York City misunderstood the directions that they had received. The men started to walk down the track in order to get to a train they wanted. Suddenly, from around the bend a train approached at top speed. Fortunately for the two men a track walker was nearby. He signaled to the train with his flashlight and luckily the motorman was able to stop the train in time.

94.	The subway system is important in N.Y.C. because (1) riding on the trains is a lot of fun (2) manufactured products are transported by it (3) millions depend on it to travel in the city (4) it is used principally by tourists
95.	According to this story, one important duty of a track walker is to (1) clean subway cars (2) pick-up items of value left on the track (3) explain the subway system to tourists (4) change the signs in trains
96.	The two men were on the track because they were (1) in a hurry (2) trying to be funny (3) confused (4) looking for some money
97.	The track walker signaled to the train before (1) the men were on the track (2) he found a gold ring (3) any tourist could enter the train (4) the train could hit the men
98.	The best title for the paragraph is (1) Track Walker Saves Lives (2) Where to Find Items of Value (3) Why Tourists Take the Subway

An ecologist is a scientist who studies our environment. He is interested in our air, water and the land on which we live. Ecology is becoming very important nowadays since man is now very aware of the problem of contamination. Much of our air, water and land are becoming increasingly polluted, unpleasant and dangerous. Our large cities and huge factories create wastes which destroy the balance of nature. The balance of nature is the process by which the earth absorbs its wastes and therefore cleans itself. The problem is made more severe by the fact that the world's population is growing rapidly. If we do not act quickly, human existence on earth will be threatened within a short time. The solution to the problem is a complex one. It involves positive action by government, industry and individuals. All concerned must be willing to treat the environment as a precious gift which must be carefully nurtured and maintained.

00	
99.	Ecology is the science that deals with
	(1) industrial production
	(2) living things and what surrounds them
	(3) population patterns
	(4) architecture of large cities
100.	The balance of nature is a process which we should seek to
	(1) eliminate
	(2) modify
	(3) restore
	(4) manufacture
101.	We must solve our ecological problems if
	(1) we are to eliminate poverty
	(2) the human race is to survive
	(3) our factories are to produce more
	(4) we are to explore other planets
102	According to this paragraph, you should
102.	
	(1) allow the government to solve our ecological problems
	(2) be concerned with ecological problems by the year 2000
	(3) refrain from purchasing manufactured goods(4) take an active role in improving our environment
	(4) take an active role in improving our environment
103.	The best title for this paragraph is
	(1) Manufacturing in Large Cities
	(2) The Rapid Growth of the World's Population
	(3) Ecology And Our World
	(4) The Government's Role in Technology

- 1. Read each sentence.

- Read each sentence.
 Look at the four different ways you can fill in each blank.
 Choose the word(s) to use in formal writing.
 Look at the answer spaces on your answer sheet.
 Fill in the space which has the same number as the answer you have chosen.

SAMPLE	S:					
Α.	Last night I had my picture (1) took (2) taked (3) taken	A (ð	•	Ô	0
	(4) tooked					
В.	That dog may be intelligent, but I know that my dog is (1) intelligenter	В	2	0	8	Ò
	(2) the intelligenter (3) more intelligent (4) most intelligent					
121. In	Hispanic countries, wherever you go, you can see many					
(2)	church churches church's churchs					
122. In	some cultures a man is permitted to have many					
(2)) wives) wifes) wife) wive					
123.	are not afraid of mice.					
, 20.	(1) A child (2) Children (3) Those childes (4) Childs					

124. Mary who is visited us last month.	
(1) Billy's sister	
(2) the sister of the Billy's	
(3) Billy sister	
(4) the brother of Billy's	
125. "What are you guys doing?" ""	
(1) I studying (2) We're studying	
(3) We studying	
(4) I am studying	
126. "Are you a teenager?" ""	
(1) I am	
(2) I is	
(3) I are	
(4) I'm	
127. "Is your sister a teenager?" ""	
(1) She am	
(2) She is	
(3) She are	
(4) She's	
128. "Then you both are teenagers?" ""	
(1) Yes, we are nt	
(2) No, we are	
(3) Yes, we're (4) Yes, we are	
(4) 165, We die	
129. Cake is good, but icecream is	
(1) goodest	
(2) gooder	
(3) better	
(4) more better	
130. I admit that a bloody nose isn't good, but a broken nose is	
(i) badder	
(2) more bad	
(3) worse	
(4) worst	

- I. Read each sentence.
- 2. Look at the four different ways you can fill in each blank.
- 3. Choose the word(s) to use in formal writing.
- 4. Look at the answer spaces on your answer sheet.
- 5. Fill in the space which has the same number as the answer you have chosen.

_	-		_	
C	Α.		nı	ES:
-	$\boldsymbol{\omega}$	$\Lambda\Lambda$		F > .

- A. The most convenient way to keep books, so that you can get at them easily, is on a ______
 - (1) shelves of books
 - (2) shelfs of books
 - (3) bookshelf
 - (4) books shelf

1	П	N
	1	10

- 131. John was given _____
 - (1) much onto others
 - (2) a baseball bat for his birthday
 - (3) his birthday bat tomorrow
 - (4) a baseball bat next week
- 132. The _____ belongs to Mr. Alvarez.
 - (1) publishing of a book
 - (2) book is published
 - (3) book on the three tables
 - (4) book on the table
- 133. I think my teacher _____, there's no one in the room.
 - (1) has goes
 - (2) having gone
 - (3) has gone
 - (4) have gone
- 134. You should _____ knocking on the door, maybe she was inside.
 - (1) be trying to
 - (2) have tried
 - (3) has tried
 - (4) have learned

Go On To The Next Page

135.	"It's a beautiful day!" "Yes?"
	(1) it is, isn't it (2) it isn't, is it (3) is it, it isn't (4) it was, is'nt it
136.	"Have you met Carmen yet?" "No," (1) it was a honor (2) she hasnt had the pleasure yet (3) I haven't had the pleasure yet (4) it was a pleasure
137.	The answer is "Charlie"; the question was
	(1) where (2) when (3) what (4) who
138.	The answer is "now"; the question was
	(1) when (2) what (3) why (4) where
139	The answer is "here"; the question was
, 07.	(1) when (2) where (3) what (4) why
140.	The answer is an explanation; the question was
	(1) who (2) where (3) when (4) why
141.	The answer is "a mango"; the question was
	(1) where (2) why (3) what

1. The following sentences are parts of a paragraph. They are not in order.

2. Look at all the sentences.

- 3. Decide on the best order for the sentences.
- 4. Answer the five questions under the sentences.

- 5. Look at the answer spaces on your answer sheet.6. Fill in the space which has the same number as the answer you have chosen.
 - Both young and old Chinese still spend one day each year flying them.
 - China is the birthplace of the kite. B.
 - This day, which is called "Teng Kao", is celebrated on the ninth day of the ninth month of the Chinese calendar.
 - Even though there is no "Feast of High Flight" day in America, many Americans also fly kites, especially in the spring.
 - In English, the name of this day means "Feast of High Flight."
- 142. Which sentence above comes first?

(1)A (2)B (3)C (4)D

143. Which sentence above comes second?

(1)C (2)D (3)A (4)E

144. Which sentence above comes third?

(1)C (2)A (3)B (4)D

145. Which sentence above comes fourth?

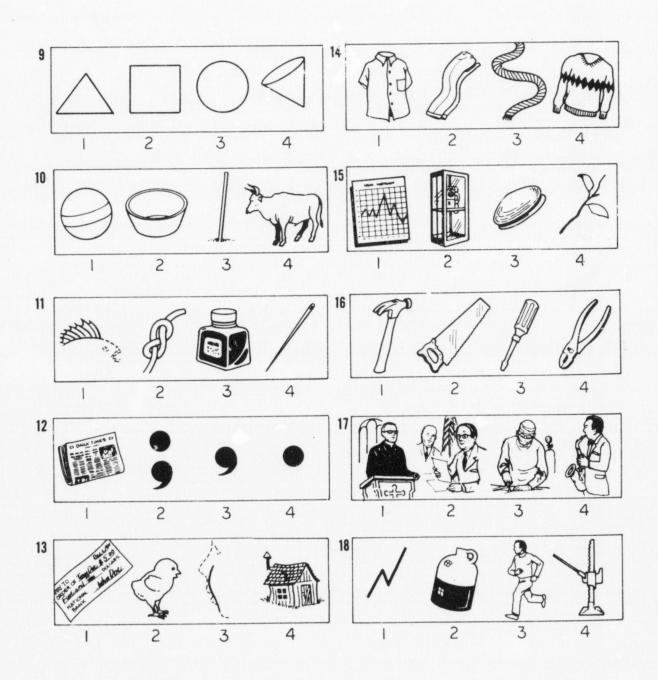
(1)C (2)D (3)E (4)A

146. Which sentence above comes last?

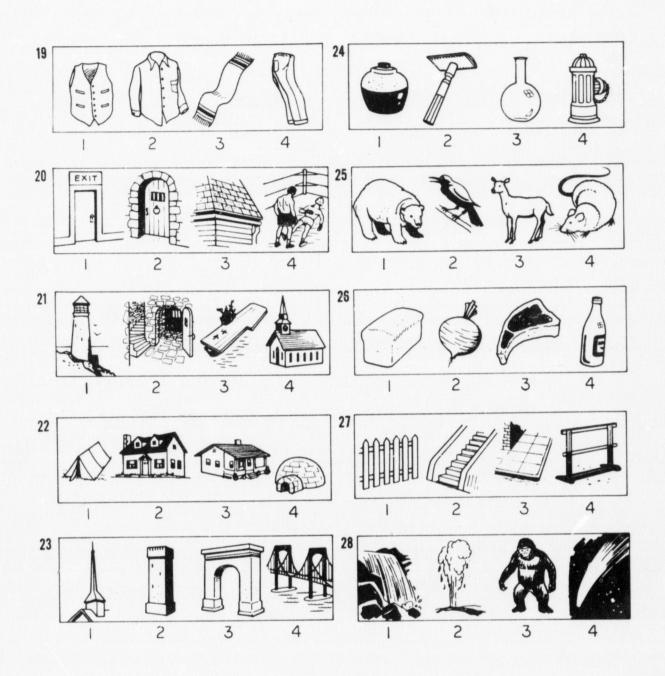
(1)A (2)D (3)B (4)C



Go On To The Next Page



Go On To The Next Page



Go On To The Next Page



Stop

SAMPLES

- A. (1) About twenty blocks.
 - (2) About a quarter of an hour.
 - (3) At eight-thirty.
 - (4) Usually by bus.
- AIIII
- B. (1) You're welcome. BI
 - (2) Not at all.
 - (3) Sure, I'll get him for you.
 - (4) The green one or the red one?
- 41. (1) Yes, I always do.
 - (2) After band practice.
 - (3) In the cafeteria.
 - (4) Yes, I will.
- 42. (1) Until tomorrow.
 - (2) At her home in the country.
 - (3) Two weeks a year.
 - (4) Until next Friday.
- 43. (1) Yes, you should.
 - (2) No, you shouldn't.
 - (3) When it comes.
 - (4) Take the "D" train.
- 44. (1) Why of course.
 - (2) Yes, I do.
 - (3) I prefer tea or coffee.
 - (4) | prefer coffee.
- 45. (1) I'll be with you shortly.
 - (2) Yes, you would.
 - (3) In the hall.
 - (4) Of course not.
- 46. (1) On the train.
 - (2) No, of course they didn't.
 - (3) My biology textbook.
 - (4) Early this morning.
- 47. (1) I see her quite often.
 - (2) Last Saturday night.
 - (3) I see him very often.
 - (4) I see them very often.

- 48. (1) Yes, I always do.
 - (2) Early in the morning.
 - (3) In the public library.
 - (4) Very quickly.
- 49. (1) Yes, he should.
 - (2) No, you should.
 - (3) Yes, you shouldn't.
 - (4) Yes, you should.
- 50. (1) Yes, I'll try my best too.
 - (2) And so will you.
 - (3) Wouldn't you.
 - (4) All the time.
- 51. (1) She's a doctor.
 - (2) He's living in Florida.
 - (3) Once in a while.
 - (4) He's a teacher.
- 52. (1) Yes, you certainly can.
 - (2) From nine to five.
 - (3) In the school supplies department.
 - (4) Less than a dollar.
- 53. (1) At the library.
 - (2) At four o'clock.
 - (3) With Sally.
 - (4) After we leave.
- 54. (1) I think they are.
 - (2) I think they're Frank's.
 - (3) I think it's Frank's.
 - (4) Yes, those are the ones.
- 55. (1) After I get there.
 - (2) By train.
 - (3) Four or five days.
 - (4) With my aunt and uncle.
- 56. (1) I think I will too.
 - (2) Two times a week.
 - (3) Better later than never.
 - (4) Yes, that's right.

Test 3 LISTENING: Part III

Level III

A 1 2 3 1 5

SAMPLES

B 1 2 3 4 5

Test 3 LISTENING: PART IV

Level III

A 1 1 1 1

SAMPLES

B 1 2 3 4 5

New York City

Language Assessment Battery (LAB)

EXAMINER'S DIRECTIONS FOR ADMINISTERING

Level II

Test 1: Reading

Test 2: Writing

Test 3: Listening



BOARD OF EDUCATION OF THE CITY OF NEW YORK

Irving Anker, Chancellor

OFFICE OF EDUCATIONAL EVALUATION

110 Livingston Street Brooklyn, N.Y. 11201 The Language Assessment Battery (LAB) was prepared under the auspices of the Office of Educational Evaluation of the Board of Education of the City of New York. The project was under the direction and supervision of:

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Testing Schedule

D. S. V	TEST	MATERIALS		
DAY		Examiner	Pupil	APPROXIMATE TIME
1	Reading	Directions	Test Bookle	
			Answer Sheet (#1)	40 minutes
2	Writing	Directions	Test Book	
			Answer Sheet (#1)	25 minutes
3	Listening	Directions	Test Booklet	
		Directions	Answer Sheet (#2)	40
			Allower Sheet (#. Z)	40 minutes

General Directions for Administering

Before administering any test of the Language Assessment Battery (LAB), familiarize yourself fully with the directions given in this booklet. This is particularly necessary for Test 3 Listening, which is dictated by the examiner. All material to be dictated to the pupils is indented. Direction and be read in a natural tone and manner, exactly as they are written. They may be supplemented with further information by the examiner, but under no conditions should help be given on specific test questions.

On the day of testing, pupils should be seated so as to minimize copying. Have all desks cleared and see that each pupil has two soft-lead (No. 2) pencils and an eraser. Post a "TESTING — DO NOT DISTURB" sign on the door. Guidelines for the amount of time for each subtest are given in these directions. Under no conditions should a subtest be administered if there may not be time to complete it.

B

Specific Directions for Administering

Test | READING

Before distributing test booklets and answer sheets, set aside copies for demonstration purpose. Reproduce the information section of the answer sheet (not the grid) on the chalkboard. Say:

Today you are going to take some tests that will help find out how well you use the English language. First I am going to give each of you an answer sheet.

Distribute one answer sheet to each pupil, placing the sheets on the desks with the print of side face up. (All answer sheets are the same; they will be labeled by the students.) Then say:

Turn your answer sheet on its side, so that the spaces labeled "School, City, Instructor, Grade and Test" are on top. (Demonstrate.) Does everyone have the place?

Make sure all have the place. Then say:

Now look at the chalkboard where I will write the information that belongs in these spaces.

Fill in the spaces on the chalkboard as you say:

Next to "School", write (Name of School). Instead of "City", write your name, last name first (Lopez, Anna). Next to "Instructor" write (examiner's name). Then write your grade where it says"Grade." (This is official class). Last, Put a "1" next to "Test". Are there any questions?

Answer any questions. Then way:

Now look to the right where you see a grid with columns and letters. (Demonstrate.)

Make sure everyone has the place. Then say:

At the top of the grid you see boxes for your name. Write your last name first, putting one letter in each box. Then write your first name in the boxes where it says "Your First Name." In the last box, write your middle initial. If there are not enough boxes for your first or last name, write as many letters as you can. Are there any questions?

Check to see that all have filled in boxes correctly. Then say:

Underneath each box you can see the letters of the alphabet. Blacken the letter box below, which matches each letter of your name.

LAB-Directions for Administering

Give help where needed. Then say:

Now look under the name boxes to the left where you see the words: "Form of This Test Is." (Demonstrate.) Fill in the box Pext to the number "1." Does everyone find the place?

Make sure that all have marked box number 1. Then say:

Now look at the bottom of the grid. In the middle you see columns for "Grade," "Birth Date," and "Sex." (Demonstrate.) Under the word "Grade," blacken the number box ______, for grade _____.

Make sure that all have marked the correct grade. Then say:

Under "Birth Date," first fill in the box under the month in which you were born. Are there any questions?

Answer any questions about recording month of birth. Then say:

Next you see two columns with numbers. These are for the year you were born. Write the last two numbers of the year in which you were born, in the boxes. (Give appropriate example.) Then blacken the matching number boxes below.

Give help where needed. Then say:

Last, you see two letter boxes in the next column, "B" for boy, and "G" for girl. Blacken "B" if you are a boy, or "G" if you are a girl.

Check to see that all grids are filled in correctly. Then say:

Now turn your answer sheet right side up so that the large roman numerals i, !!, III, and IV are on the left.

Test | READING: Part | (Working Time 5 minutes)

To administer Part I, say:

Now I am going to give each of you a booklet with questions in it. Don't open the booklet until I tell you to.

Distribute the test booklets, placing them face up on the desks Say:

Now open your booklet to page 1 where you see the words at the top of the page: Test I Reading: Part I (Demonstrate). Silently read to yourself as I read the directions under "What To Do." Then say:

- Read each word with a line under it; then read the next four words on the same line. The sound with a line under it in the first word is like a sound in one of the other four words.
- 2. Find the word that has the same sound as the word with a line under it.
- 3. Look at the answer boxes on your answer sheet.
- 4. Mark the box that has the same number as the word you picked.

We'll work the samples together. Look at sample A. The word with a line under it is "bat." Which one of the next four words: "name; cap; bake; gate" — has the same sound that is underlined in "bat"?

Pause. Encourage replies. Then say:

Yes, "bat" and "cap" have the same sound. Now look at the right side of the page where there are answer boxes like the ones on your answer sheet. Notice that the box with the "2" above it, the number next to "cap" in the sample, has been filled in. This is how you will mark your answers on your answer sheet. Does everyone understand what to do?

Answer any questions about the sample and how to mark an answer. Then say:

Now look at sample B in your booklet. Find the word that has the same sound as the first word with a line under it. Mark the answer box that has the same number as the word you picked.

Pause. Say:

Which box did you mark? Yes, "phone" and "fish" have the same sound, so you should have marked box number "4". Did you make the same kind of heavy, dark mark that you saw in sample A, filling up the box? That is the kind of mark you must make. If you decide to change an answer, be sure to erase your first answer completely. You may wonder about box number "5": There will never be more than four choices so you will not be using box number "5" in these tests.

Check to see that all understand how to mark their answers. Then say:

Now you are ready to answer the rest of the questions on this page. Find the roman numeral "1" on your answer sheet (Demonstrate) and begin marking your answers there. If you have finished marking your answers before time is called, close your booklet. Do not turn to any other page. You may begin now.

Record the starting time.

Move around the room, checking to see if pupils are using the answer sheets properly. Make sure that pupils work on page 1 only. At the end of 5 minutes, say:

Stop! Put your pencil down and close your booklet with your answer sheet inside.

Give pupils a short rest period, if necessary; then continue with directions for Part II.

Test | READING: Part II (Working Time 10 minutes)

To administer Part II, say:

Open your booklet to page 2, where you see the words at the top of the page: Test 1 Reading: Part II (Demonstrate). Silently read along to yourself as I read the directions under "What To Do." Then say:

- 1. Read the beginning part of each sentence.
- 2. Pick the word(s) that best completes each sentence.
- 3. Look at the answer boxes on your answer sheet.
- 4. Mark the box that has the same number as the word(s) you picked.

Look at sample A. The sentence is: "To be unhappy is to be _____."

Which one of the four words given — "cool, sad, glad, warm " best completes the sentence?

Pause. Encourage replies. Then say:

Yes, "sad." "To be unhappy is to be sad." Now look to the right at the answer boxes. Notice that the answer box with the "2" above it, the number next to "sad" in the sample, has been filled in. Does everyone understand what to do?

Answer any questions. Say:

Now look at sample B. Find the word that best completes the sentence and mark the answer box that has the same number as the word you picked.

Pause. Say:

Which box did you mark? Yes, the sentence should read "A lad is a boy," so you should have marked box number "1".

Now you are ready to answer the questions on this page and on the next page. Find the roman numeral II (Demonstrate) on your answer sheet and begin marking your answers with number 41. If you finish number 60, on page 3, before time is called, close your booklet. Do not turn to any other page. You may begin now.

Record the starting time. Move around the room, checking to see that pupils are using their answer sheets properly and turning to page 3 in their booklets. At the end of 10 minutes, say:

Stop! Put your pencil down and close your booklet with your answer sheet inside.

Give pupils a short rest period if necessary; then continue with directions for Part III.

Test | READING: Part III (Working Time 15 minutes)

To administer Part III, say:

Now open your booklet to page 4, where you see the words at the top of the page: Test 1 Reading: Part III. (Demonstrate) Silently read along to yourself as I read the directions under "What To Do." Then say:

- 1. Read each sentence or story; then read the question(s) after it.
- 2. Find the answer that best completes each question.
- 3. Look at the answer boxes on your answer sheet.
- 4. Mark the box that has the same number as the answer you have picked.

Look at sample A. The sentence is "George ran very fast." The question is "George was able to — (1) play; (2) sit; (3) run; (4) hide. Which is the best answer?

Pause. Encourage replies. Then say:

Yes, "run", "George was able to run." Notice that the answer box with the "3" above it, the number next to "run" in the sample, has been filled in. Does everyone understand what to do?

Answer any questions. Say:

Now look at sample B. Find the answer that best completes the sentence and mark the answer box that has the same number as the word you picked.

Pause. Say:

Which box did yes mark? Yes, the question should read "The parade is held in March" so you should have marked box number "4". Remember to make your marks heavy and dark.

Now you are ready to answer the questions on this page and on the next four pages. Find the roman numeral III on your answer sheet and begin marking your answers with number 81. (Demonstrate) If you finish number 104 on page 8 of your booklet before time is called, close your booklet. Do not turn to another page. You may begin now.

Move around the room, checking to see that pupils are using their answer sheets properly and are working through page 8, but no further. At the end of 15 minutes, say:

Stop! Put your pencil down and close your booklet. The reading test ends here.

Collect the answer sheets and booklets immediately. Organize answer sheets for return to pupils for Test 2 Writing.

Test 2 WRITING (Working Time 15 minutes)

The Writing test requires the same answer sheet as used for Test 1 Reading. Before distributing test booklets and answer sheets, set aside copies for demonstration purposes. Say:

The next test will help find out how well you use the English language in writing sentences. First I am going to give each of you your answer sheet.

Distribute answer sheets to pupils, the printed side face up, making sure each pupil receives his own sheet.

To administer Test 2, say:

Now I am going to give each of you a test booklet. Don't open the booklet until I tell you to.

Distribute the test booklets, placing them face up on the desks. Say:

Now open your booklet to page 9 where you see the words at the top of the page: Test 2 Writing. (Demonstrate) Silently read along to yourself as I read the directions under "What To Do." They say:

- 1. Read each incomplete sentence.
- 2. Choose the best word or words to complete the sentence.
- 3. Look at the answer spaces on your answer sheet.
- 4. Fill in the space which has the same number as the answer you have chosen.

We'll work the samples together. Look at sample A. You see the sentence "Tom and Paul ______ in the same class." Which one of the four words given 1) is, 2) was, 3) are 4) be, best completes the sentence?

Pause. Encourage replies. Then say:

Yes, "are." The completed sentence reads, "Tom and Paul <u>are</u> in the same class." Now look at the right side of the page where there are answer boxes like the ones on your answer sheet. Notice that the box or "space" with the "3" above it, the number next to "are" in the sample, has been filled in. This is how you will mark your answers on your answer sheet. Are there any questions about what you are to do?

Answer any questions about the sample and how to mark an answer. Then say:

Now look at sample B in your booklet. Find the word that best completes the sentence. Mark the answer box that has the same number as the word you picked.

Pause. Say:

Which box did you mark? Yes, "The flowers are <u>yellow</u>," so you should have marked box number "1" for yellow. Did you make the same kind of heavy, dark mark that you saw in sample A, filling up the box? That is the kind of mark you must make. If you decide to change an answer, be sure to erase your first mark completely.

Check to see that all understand how to mark their answers. Then say:

Now you are ready to answer the rest of the questions on this page and pages 10, 11, 12 and 13. Find the roman numeral IV on your answer sheet (Demonstrate) and begin marking your answers with number 121. If you finish marking your answers before time is called close your booklet. Do not turn to any other page. You may begin now.

Record the starting time. Move around the room, checking to see if pupils are using their answer sheets properly. Make sure that pupils work through page 13 in their booklets, but no further. At the end of 15 minutes, say:

Stop. Put your pencil down and close your booklet. The writing test ends here.

Collect the test booklets and answer sheets immediately.

Test 3 LISTENING

Before distributing test booklets and answer sheets, set aside copies for demonstration purposes. Reproduce the information section of the answer sheet on the chalkboard. Say:

The next test will help find out how well you understand spoken English. First I am going to give each one of you a new answer sheet.

Distribute one answer sheet to each pupil, placing the sheets on the desk with the printed side face up. Then say:

Turn your answer sheet on its side, so that the spaces labeled "School, City, Instructor, Grade and Test" are on top. (Demonstrate) Now look at the chalkboard where I will write the information that belongs in these spaces.

Fill in the spaces on the chalkboard as you say:

Next to "School," write (Name of School). Instead of "City," write your name, last name first (Smith, Susan). Next to "Instructor" write (examiner's name). Then write your grade where it says "Grade." (This is official class.) Last, put a "2" next to "Test." Are there any questions?

Answer any questions. Check sheets of any pupils being tested for the first time. Then say:

Now look to the right where you see a grid with columns and letters. (Demonstrate.)

Make sure everyone has the place. Then say:

At the top of the grid you see boxes for your name. Write your last name first, putting one letter in each box. Then write your first name in the boxes where it says "Your First Name." In the last box, write your middle initial. If there are not enough boxes for your first or last name, write as many letters as you can. Are there any questions?

Check to see that all have filled in boxes correctly. Then say:

Underneath each box you can see the letters of the alphabet. Blacken the letter box below, which matches each letter of your name.

Give help where needed. Then say:

Now look under the name boxes to the left where you see the words: "Form of This Test Is." (Demonstrate) Fill in the box next to the number "2." Does everyone find the place?

Make sure that all have marked box number 2. Then say:

Now look at the bottom of the grid. In the middle you see columns for "Grade," "Birth Date," and "Sex." (Demonstrate.) Under the word "Grade," blacken the number box ______, for grade _____.

Make sure that all have marked the correct grade. Then say:

Under "Birth Date," first fill in the box under the month in which you were born. Are there any questions?

Answer any questions about recording month of birth. Then say:

Next, you see two columns with numbers. These are for the year you were born. Write the last two numbers of the year in which you were born, in the boxes. (Give appropriate example.) Then blacken the matching number boxes below.

Give help where needed. Then say:

Last, you see two letter boxes in the next column, "B" for boy, and "G" for girl. Blacken "B" if you are a boy, or "G" if you are a girl.

Check to see that all grids are filled in correctly. Then say:

Now turn your answer sheet right side up so that the big roman numerals I, II, III, IV are on the left (Demonstrate.)

Test 3 LISTENING: Part I (Approximately 7 minutes)

To administer Part I, say:

Now I am going to give each of you a booklet. Don't open the booklet until I tell you to.

Distribute the test booklets, placing them face up on the desks. Say:

Part I is a test of how well you know words in English. For each question you will hear one word and look at four pictures in your test booklet. You are to find the picture that goes best with the word given and mark the answer box for that picture on your answer sheet. Now open your booklet to page 14. (Demonstrate) Listen to and do the two samples in the upper left corner, which are marked "A" and "B". (Demonstrate)

Make sure everyone has the place. Then say:

Put your finger on sample A. Look at the four pictures. Look for the <u>shoe</u>. If you have found the picture of a shoe, you will see that there is a "3" under it. Now look just below the pictures where there are answer boxes like the ones on your answer sheet. Notice that the box with the "3" above it has been filled in. This is how you will mark your answers on your answer sheet — heavy and dark — filling in the whole space. Are there any questions about what you are to do?

Answer any questions. They say:

Now put your finger on sample B. Look at the four pictures. Look for the <u>chair</u> and mark the answer box that has the same number that you see under the picture of the chair. (Pause.) You should have filled in the box with the number "2" above it. The picture of a chair has the number "2" under it.

Check to see that all have marked the answer correctly. Then say:

Now you are ready to find the rest of the pictures on this page and the next two pages. I will say a word. You will look at the group of four pictures given in your booklet for that word and mark the space on your answer sheet that has the same number as the picture you choose. You will be using answer boxes "1, 2, 3, and 4." Find the roman numeral "I" on your answer sheet (Demonstrate) and begin marking your answers there.

Listen carefully to each word. Words will <u>not</u> be repeated so mark the first answer that comes to your mind. Try to answer every question. If you are not sure of the correct answer, make the best guess that you can. Do not try to change an answer, however, for you may not hear the next word.

Read the following words with sufficient loudness but with a matter-of-fact tone of voice, pausing a few seconds between words. Pupils should have enough time to find the pictures in their booklets and then record their answers on their answer sheets. Be sure to say the number of each word, to help pupils keep their place. Allow approximately 7 minutes to administer the 28 items.

Find the group of pictures next to number 1 (Demonstrate) and we will begin.

- 1. hand
- 2. turtle
- 3. feather

Go to the top of the next column in your booklet.

- 4. stairs
- 5. bicycle
- 6. library
- 7. elevator
- 8. belt

Turn to the next page and begin at the top of the left hand column.

- 9. fan
- 10. brick
- 11. bull
- 12. wheat
- 13. ship

Go to the top of the next column.

- 14. butcher
- 15. cliff
- 16. eagle
- 17. cabin
- 18. mayor

Turn to the next page and begin at the top of the left hand column.

- 19. toe
- 20. penguin
- 21. zero
- 22. rocket
- 23. cone

Go to the top of the next column.

- 24. furnace
- 25. umbrella
- 26. moose
- 27. shovel
- 28. notebook

Put your pencil down and close your booklet with your answer sheet inside.

Give pupils a short rest period, if necessary; then continue with directions for Part II.

Test 3 LISTENING: Part II (Approximately 6 minutes)

To administer Part II, say:

Part II is a test of your ability to answer someone in English. You will hear a question or statement. Then you will hear four possible answers or responses to the question or statement. One response will be correct. The other three will not be correct in English. You will find the correct response and mark it on your answer sheet. Now open your booklet to page 17, where it says Test 3 Listening: Part II at the top. (Demonstrate.) Find sample A. I will read sample "A" aloud. You can see the four responses are given in the sample, so read along when I come to them. Sample A is: (Read numbers)

How do you come to school?

1) Every day.

2) Because I like school.

3) In the morning.

4) By bus.

The fourth response, "by bus," is the correct answer to the question "How do you come to school?" Look to the right of the sample in your booklet where you will see answer boxes like the ones on your answer sheet. Notice that the box with the number "4" the same number as the correct response, has been filled in. This is how you will mark your answers. Make sure your marks are heavy and dark and fill the whole space. Are there any questions about what you are to do?

Answer any questions. Then say:

Now we will do sample B. Look at the four printed responses. Listen to sample B and mark your answer in the answer boxes to the right.

Please hand me that eraser.

- 1) Sure, here it is.
- 2) Not at all.
- 3) Sure, here he is.
- 4) You're welcome.

Pause. Then say:

The correct response is number "1" "Sure, here it is," so you should have marked the box with the number "1" above it. "Sure, here it is" is the correct response to "Please hand me that eraser."

Check to see that all have marked the answer correctly. Then say:

Now you are ready to answer the rest of questions on this page. I will read a question or statement and four responses. You pick the correct response in English and mark the box on your answer sheet that has the same number. You will be using answer boxes "1, 2, 3 and 4." Find the roman numeral "II" on your answer sheet.

(Demonstrate) This is where you will begin marking your answers with number 41. Try to answer all the questions. Mark your answers quickly and then listen for the next question.

Read the following items at a normal rate of speaking and with a matter-of-fact tone of voice. For each item, read the item number, then the question (pause slightly), then the four responses, being sure to say each number first (1, 2, 3, 4). Allow pupils enough time to read the correct answer in their booklets and then record their answers on their answer sheets. Allow approximately 6 minutes for the 16 items.

41. When are you going home?

- 1) By train.
- 2) With my brother.
- 3) In a few minutes.
- 4) On third avenue.

42. How long did you visit your grandmother?

- 1) Until tomorrow.
- 2) Two days.
- 3) Yes, I did.
- 4) At her home.

43. What train do I take to Brooklyn?

- 1) Yes, you do.
- 2) No, you can't.
- 3) The "D" train.
- 4) Sometimes.

44. Do you like apples or oranges best?

- 1) Apples.
- 2) Apples or oranges.
- 3) Yes, I do.
- 4) Certainly.

45. Can you tell me how long I have to wait?

- 1) Yes, you will.
- 2) At the office.
- 3) No, you won't.
- 4) Not very long.

46. How often do you see John's sister?

- 1) I see her every day.
- 2) I see him every day.
- 3) I see them every day.
- 4) Yes, I do.

47. Which book did you lose?

- 1) Yesterday afternoon.
- 2) My math book.
- 3) No, they didn't.
- 4) Of course.

Go to the top of the next column.

48. When do you do your homework on Saturday?

- 1) Yes, I do.
- 2) At home.
- 3) At school.
- 4) In the morning.

49. Should I wear my coat today?

- 1) Yes, he should.
- 2) No, you should.
- 3) Yes, you shouldn't.
- 4) Yes, you should.

50. Mrs. Johnson helped me a lot.

- 1) She helped me too.
- 2) He helped me too.
- 3) When he does.
- 4) When I can.

51. What does George's sister do?

- 1) He works in an office.
- 2) Very often.
- 3) In the mornings.
- 4) She works in an office.

52. Where can buy a candy bar?

- 1) Yes, you an.
- 2) At nine o'clock.
- 3) For fifteen cents.
- 4) At that store.

53. Do you know where I left my cap?

- 1) He's on the table.
- 2) No, I haven't seen it.
- 3) Yes, you did.
- 4) After you left.

- 54. Whose books are those on the table?
 - 1) They're mine.
 - 2) The green ones.
 - 3) Since Yesterday.
 - 4) Yes, they are.
- 55. How long will you stay in Boston?
 - 1) Never on Tuesday.
 - 2) After dinner.
 - 3) About two weeks.
 - 4) At my cousin's.
- 56. I think I'll go to the park.
 - 1) How many times?
 - 2) May I come too?
 - 3) Since two o'clock.
 - 4) Twice a week.

This is the end of Part II. Close your booklet with your answer sheet inside.

Give pupils a short rest period, if necessary; then continue with directions for Part III.

Test 3 LISTENING: Part III (Approximately 5 minutes)

To administer Part III say:

Part III is a test of your ability to understand sentences in English. I will read a sentence. You will decide if the sentence is true or false. Now open your booklet to page 18, where it says Test 3 Listening: Part III at the top. (Demonstrate) Look at the answer spaces for sample A. Here is the sentence:

"Cats have four legs and a tail." Is this sentence true or false? True means correct; false means wrong.

Pause. Encourage replies. Say:

Yes, Cats do have four legs and a tail. The sentence is clearly true. Notice that the first answer box, with a "1" above it, has been filled in. When you mark your answer sheet for this test, you will mark box number "1" if the sentence is true, and box number "2" if it is false. These are the only boxes you will be marking. Are there any questions about what you are to do?

Answer any questions. Then say:

Now we will do sample B. Here is the sentence: "One plus two equals four." Fill in box "1" if the sentence is true, box "2" if it is false. (Pause.) Which box did you mark? Yes, you should have marked box "2" since one plus two does not equal four. The sentence was false.

Check to see that all have marked the sample correctly. Then say:

Close your booklets now. Find the roman numeral "III" on your answer sheets. (Demonstrate) This is where you will begin marking your answers with number 81. I will read the sentences fairly quickly, so mark the first answer that comes to mind. Try to answer all questions. If the sentence is true, mark answer box "1". If it is false, mark box "2".

Read each sentence at a normal rate of speaking and with a matter-of-fact tone of voice. Be sure to read the number before the sentence. Pause only a few seconds between sentences, enough to give pupils time to mark their answers. Allow approximately 5 minutes to administer the 18 items.

- 81. A clown is a circus performer.
- 82. Dogs bark but never wag their tails.
- 83. Neckties are worn around the waist.
- 84. A camera is used by a photagrapher to take pictures.
- 85. Six minus two is five.
- 86. The month of July comes before June.

- 87. Wheels, marbles and books are all round.
- 88. A red light means stop and a green one means go.
- 89. Ice is frozen water.
- 90. Needles are used for sewing clothes.
- 91. Kangaroos carry their babies in pouches.
- 92. Florida is located south of New York.
- 93. Candy is sour and so is sugar.
- 94. Three times four equals twelve.
- 95. Butterflies are large, dangerous animals.
- 96. If there's a hole in the roof, the rain may come in.
- 97. Carpenters never use hammers and saws.
- 98. An automobile can carry many people, a school bus only a few.

This is the end of Part III. Close your booklet with your answer sheet inside.

Give pupils a short rest period, if necessary; then continue with directions for Part IV.

Test 3 LISTENING: Part IV (Approximately 6 minutes)

To Administer Part IV, say:

Part IV is a test of how well you know sounds of the English language. For each question you will hear three pairs of words. For example: 1) Let. Late; 2) Wet. Weight; 3) Met. Met. One pair of words will always sound exactly the same; the other two pairs will sound different. Usually they will be only slightly different. So listen carefully. Open your booklets to page 13 again and find where it says Test 3 LISTENING: Part IV in the middle of the page. (Demonstrate.)

Now look at the answer boxes in your booklet for sample A. (Demonstrate) Listen again to the three pairs of words. (Say the numbers)

1) Let. Late

2) Wet. Weight

3) Met. Met

The third pair of words — Met. Met — sounds the same, so the answer box with the "3" above it has been filled in. This is how you will mark your answers on your answer sheet. Are there any questions about what you are to do?

Answer any questions. Then say:

Now put your finger on sample B. Listen to the word pairs. (Say the numbers)

1) Berry. Very

2) Vat. Vat

3) Curb. Curve

Mark the answer box that has the same number as the pair of words that sound the same. (Pause.) You should have filled in the box with the number "2" above it, for the second pair of words. Listen again to Sample B:

1) Berry. Very

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2) Vat. Vat

3) Curb. Curve

Check to see that all have marked the answer correctly. Then say:

This is how you will do part IV. I will read three pairs of words. You choose the pair of words that sound the same. You will mark answer box "1", "2" or "3" on your answer sheet, whichever is the number of the pair of words that sounds the same. Close your booklets now and look on your answer sheet for the roman numeral "IV". (Demonstrate) This is where you will begin marking your answers with number 121.

Read the following pairs of words with normal, unemphatic enunciation and with the same (falling) tone of voice on each word in a pair, pausing slightly between pairs. Be sure not to exaggerate the differences in pairs of words. For each item, read the item number, then the three pairs, being sure to say the number of each pair (1, 2, or 3). Pause a few seconds between items for pupils to record their answers. Allow approximately 6 minutes to administer the 16 items.

121.	1) doll . dull	2) nut . nut	3) hut . hot
122.	1) ride . ride	2) let . led	3) hid . hit
123.	1) safe . save	2) leaf . leaf	3) vans . fans
124.	1) pat . pet	2) guess . gas	3) pan . pan
125.	1) pull . pool	2) look . luke	3) full . full
126.	1) sheep . cheap	2) dish . dish	3) chop . shop
127.	1) tot . taught	2) caught . caught	3) nought . not
128.	1) catch . cash	2) shoes . shoes	3) mashing . matching
129.	1) prize . prize	2) place . plays	3) racer . razor
130.	1) call . coal	2) law . low	3) saw . saw
131.	1) chew . shoe	2) crush . crush	3) shatter . chatter
132.	1) sit . sit	2) heal . hill	3) feet . fit
133.	1) fat . fat	2) man . main	3) bake . back
134.	1) yam . jam	2) jello . jello	3) jot . yacht
135.	1) luck . lock	2) rub . rob	3) pop . pop
			c. hab . hob

Collect the test booklets and answer sheets immediately. The listening test ends here.

New York City

Language Assessment Battery (LAB)

EXAMINER'S DIRECTIONS FOR ADMINISTERING

Levels II and III

Test 4: Speaking



BOARD OF EDUCATION OF THE CITY OF NEW YORK Irving Anker, Chancellor

OFFICE OF EDUCATIONAL EVALUATION

110 Livingston Street Brooklyn, N.Y. 11201 The Language Assessment Battery (LAB) was prepared under the auspices of the Office of Educational Evaluation of the Board of Education of the City of New York. The project was under the direction and supervision of:

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Appreciation is extended to the administrative staff of the LAB project:

Patricia Gres Beverly Johnson Carmaleia Neal Josephine Spitalnick

General Directions for Administering

The purpose of this test is to measure a student's oral mastery in English. It is in three parts, as follows, and is individually administered to the student.

Part I. Phonology (14 items)

Part II. Vocabulary 10 items)

Part III. Grammatical Structure (16 items)

MATERIALS NEEDED

The materials needed to administer this test are:

- I. This Examiner's Manual
- 2. Stimulus pictures for Part II and Part III
- 3. Answer sheet for each student. (Responses to be recorded by the examiner.)

INFORMATION TO BE ENTERED ON STUDENT'S ANSWER SHEET

Before starting to administer the test to the students, fill out the necessary information on an answer sheet for each student as follows:

- 1) First, turn each answer sheet on its side, so that the spaces labeled "School, City, Instructor, Grade and Test" are on top.
- 2) Next to "School," write (name of school). Instead of "City," write student's name, last name first (Lopez, Anna). Next to "Instructor" write (examiner's name). Then write the grade where it says "Grade". (This is the official class.) Last, put a "4" next to "Test."
- 3) Now look to the right where you see a grid with columns and letters. At the top of the grid you see boxes for the student's name. Write the last name first, putting one letter in each box. Then write the student's first name in the boxes where it says, "Your First Name." In the last box, write the middle initial. If there are not enough boxes for the first or last name, write as many letters as you can.
- 4) Underneath each box you can see the letters of the alphabet. Blacken the letter box below, which matches each letter of the student's name.
- 5) Now look under name boxes to the left where you see the words: "Form of This Test Is." Fill in the box next to the number "4".
- 6) Fill in month and year of birth under "Birth Date."
- 7) Next, in the column under "Sex," blacken a "B" for boy, or a "G" for girl.
- 8) In the last group of columns under, "Student Number," fill in the first column only to indicate primary language.

Fill in - 0. For English speaking

Fill in — I. For Spanish speaking (Puerto Rican)

Fill in — 2. For Spanish speaking (not Puerto Rican)

Fill in — 3. For Chinese speaking

Fill in — 4. For Italian speaking

Fill in — 5. For Greek speaking

Fill in — 6. For French speaking

Fill in — 7. For Non-English speaking not listed above.

Student's answers will be recorded in the section marked "I" — lines 1-40.

Specific Instructions for Administering

Although this is a relatively short test it is still essential to establish rapport with each child before starting the actual test. Three suggestions for doing this are:

1. Become fully familar with the directions given in this booklet.

2. Know the student's name (if possible) before starting.

3. Start by saying: "Thank you for working with me for a few minutes today."

Test 4 SPEAKING: Part I

The objective of this part is to measure the student's oral control of the English sound system. When starting to administer it, say:

First I am going to read some words. You will listen, then you will repeat the words after me. Now listen carefully while I read a practice exercise. I will read two words twice. You will then say these two words the same way that I did. Ready.

Pause. Encourage the student to reply. Then indicate if the student has said the words correctly. Now go on with the test items. Say:

Now we will do several other sets of words in the same way. You will say the words JUST after I say them.

1. peach	pitch
2. bread	braid
3. men	man
4. cap	cup
5. racket	rocket
6. pea	bee
7. vat	bat
8. yam	jam
9. math	mat
10. both	boat
II. those	doze
12. fan	fang
13. swim	swing
14. ice	eyes

MARKING ANSWER SHEET

Fill in answer space #1 on the answer sheet if the student pronounces both words correctly. Fill in answer space #2 if the student mispronounces one or both words. Speak clearly and repeat the words once.

Levels II & III

Test 4—Speaking

Test 4 SPEAKING: Part II

The object of this part is to assess the student's ability to express concepts verbally from visual stimuli. There are three pictures:

Sample A	Suitcase	
Item #I	Bicycle	
Item #2	Teacher	

PROCEDURE AND SAMPLE EXERCISE

Present to the student, the picture for Sample A — the picture of a suitcase. Say:

I will ask you some questions about this picture. I will say each question once. If you do not respond after the first time, I will repeat the question once more.

Practice Item: Picture of a suitcase

Sample Questions

Sample Correct Response

S.1. What is this?

It's a suitcase.

S.2. What is it's shape?

It's a rectangle..

S.3. What is it made of?

It's made of plastic.

S.4. What is it used for?

To carry clothes.

The sample item should be presented to the student so that he/she understands what is expected. If the student is unable to respond to any question on the sample item, supply him/her with a correct response. On the test itself, the examiner may only ask the accompanying questions (twice if needed). Pause no longer than 10 seconds after the second reading of the question if there is no student response.

When I go on a trip.

MARKING ANSWER SHEET

S.5. When would you use this?

If the student's response is correct, mark answer space #1 on the separate answer sheet. If the response is wrong, inadequate, or not given, then mark answer space #2 on the answer sheet. In order to be confidered contributed the student's response must be appropriate to the stimulus. The appropriate meaning of the responses should be the sole criterion for judging an answer to be correct.

Test 4—Speaking

Levels II & III

The questions represent vocabulary production from among the following categories: labeling; observable physical features; inferred physical features; purpose or usage of object; simple and/or complex relationships.

Proceed with Picrures I and 2, repeating each question if necessary.

Picture #1. Picture of a bicyle.

- 15. What is this?
- 16. What is the shape of the wheels?
- 17. What are the tires made of?
- 18. Why would someone use this?
- 19. Where would you keep it?

Picture #2. Picture of a teacher.

- 20. What is this person's job?
- 21. What is the shape of the chalkboard?
- 22. To whom is she speaking?
- 23. What is she explaining?
- 24. What will happen if there is a fire drill?

Test 4 SPEAKING: Part III

The purpose of this part is to measure a student's oral mastery of specific structures in English grammar.

MATERIALS

- 1. This Examiner's Manual (with directions for each item and sample correct responses).
- 2. Stimulus Picture Booklet.
- 3. Answer Sheet with spaces to record student responses.

PROCEDURES AND SAMPLE EXERCISES

Say to the student:

I will now show you a picture and tell you something about it. Then, I will ask you to tell me something else about the suitation shown in the picture.

Sample Exercise #A

Description of Picture: Picture #1 — Boy getting ready to kick small ball.

Picture #2 — Foot up and ball in air.

Examiner says: John Is Playing Kickball. (Point to Picture #1)

Examiner Probe: What Did He Do To This Ball? (Point to Ficture #1)

Examiner Completion: This Is The Ball That He _____. (Point to Picture #2)

Sample Responses: kicked

Sample Exercise #B

Description of Picture: Picture #1 — Boy with money falling from hole in

pocket. Another boy picks up money.

Examiner says: Robert Is Losing His Dollar. (Point to Picture #1)

Examiner probe: What Is Thomas Doing?

Examiner completion: Thomas Is _____ The Money. (Point to Picture #1 again)

Sample Responses: finding, picking up, grabbing, returning

NOTE: If performance on the sample items in this part cannot be elicited do not go on to the rest of the grammatical structure items.

Spectific directions accompany each item. Note that for many items there are two alternative methods for eliciting the correct response. These are clearly marked as PROBE or COMPLETION method. When both methods appear for an item, always start with the PROBE. This gives the student an opportunity to produce correct grammatical structures more spontaneously. However, whenever a student produces an incorrect response, questionable response, or no response at all, always present the COMPLETION statement.

Sample correct responses for each item are shown. The underlined portion of the sample correct response is the important feature which the student must include. Mark all student responses on the standard answer sheet. If a student responds correctly on the basis of the PROBE or the COMPLETION the response is considered correct. If the student responds in a grammatically correct fashion using a structure other than the one underlined in the sample, the answer is to be considered correct.

The student is expected to answer a PROBE question within 5 - 10 seconds. Note that if a student fails to respond to the COMPLETION statement within 5 - 10 seconds you may repeat the COMPLETION once, saying only "Let's try again." Do not repeat a COMPLETION more than once. If the student makes any incorrect response to a COMPLETION item this must be scored incorrect. Never tell the student if he/she is right or wrong. Always supply a neutral "Let's go on to the next picture" after you have recorded the response on the Answer Sheet.

MARKING ANSWER SHEET

- Mark answer space #1 if the student responds correctly on the basis of PROBE or COMPLETION.
- 2. An incorrect response is recorded in answer space #2.

NOTE: If the student responds in a grammatically correct fashion using a structure other than the one underliin the sample, the answer is to be considered correct.

DUESTION	EXAMINER STATEMENT	PROBE	COMPLETION	SAMPLE CORRECT RESPONSE
	Joe always dives into deep water. (Point to picture #1)	What is Joe doing?	Here Joe is (Point to picture #2)	div <u>ing,</u> swimm <u>ing</u>
26	Robert is busy.	What is Robert doing? (Point to picture)	He trying his shoe. (Point to picture)	<u>is</u>
27	The dog is ripping the coat. (Point to picture #1)	What did the dog do to this coat? (Point to picture #2)	This is the coat that that the dog (Point to picture #2)	ripp <u>ed, ate</u>
28	Jame loves to read. (Point to picture #1)	What did Jane do with this book? (Point to picture #2)	This is the book she (Point to picture #2)	r <u>ead</u> , open <u>ed</u> , <u>left</u> t open
29	This girl is going to open her esents. (Faint to picture #1)	(NO PROBE)	Here are the presents that have (Point to picture #2)	been opened
30	Maria fell through the ice. (Point to picture #1)	(NO PROBE)	This wouldn't have happened if (Point to picture #1)	she'd, she <u>had,</u> she were (was) careful
31	Susan says, "I'm going to get a bike for my birthday." (Point to picture #1)	(NO PROBE)	Robert says, "I'm going to get whatever	Any appropriate noun-phrase verb-phrase construction; e.g. I want
32	Bob spilled the soda. (Point to picture #1)	(NO PROBE)	Here is a large spot on rug where (Point to the "spot" on picture)	Any appropriate noun-phrase verb-phrase construction; e.g. the soda spilled

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New York City

Language Assessment Battery (LAB)

Level II

Test 1: Reading

Test 2: Writing

Test 3: Listening



BOARD OF EDUCATION OF THE CITY OF NEW YORK

Irving Anker, Chancellor

OFFICE OF EDUCATIONAL EVALUATION

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- Read each word with a line under it; then read the next four words on the same line.
 The sound with a line under it in the first word is like a sound in one of the other four words.
- 2. Find the word that has the same sound as the word with a line under it.

3. Look at the enswer boxes on your answer sheet.

4. Mark the box that has the same number as the word you picked.

SAN	MPLES				
A.	b <u>a</u> t	(1) name	(2) cap	(3) bake	(4) gate A 1 2 3 1
В.	<u>f</u> ish	(1) van	(2) eight	(3) page	(4) phone B 1 2 3 4
1.	road	(1) roots	(2) coffee	(3) home	(4) brook
2.	about	(1) ago	(2) able	(3) ccme	(4) break
3.	<u>sh</u> ow	(1) choose	(2) sure	(3) chief	(4) pasture
4.	n <u>ee</u> d	(1) pen	(2) beat	(3) toe	(4) men
5.	a <u>g</u> e	(1) grass	(2) give	(3) glass	(4) just
6.	l <u>i</u> ft	(1) left	(2) five	(3) trip	(4) flight
7.	<u>u</u> nit	(1) flew	(2) few	(3) under	(4) until
8.	fa <u>th</u> er	(1) this	(2) throw	(3) both	(4) path
9.	b <u>a</u> nd	(1) cake	(2) days	(3) apples	(4) bear
10.	watch	(1) picture	(2) wish	(3) when	(4) dash
11.	circ <u>u</u> s	(1) circle	(2) run	(3) cloud	(4) fearful
12.	f <u>ur</u>	(1) far	(2) fir	(3) for	(4) fear
13.	<u>sh</u> arp	(1) church	(2) check	(3) child	(4) machine
14.	name	(1) cash	(2) eight	(3) bye	(4) nap

- Read the beginning part of each sentence.
 Pick the word(s) that best completes each sentence.
 Look at the answer boxes on your answer sheet.
 Mark the box that has the same number as the word(s) you picked.

SAMP	PLES		A 1 2 3 1 5	
Α.	To be unhappy is to	be		
	(1) cool	(2) sad	(3) glad	(4) warm
В.	A lad is a			
	(1) boy	(2) girl	(3) man	(4) woman
41.	The flesh of an anin	nal that we eat is		
	(1) wheat	(2) meat	(3) meal	(4) meet
42.	A person who is do	wn between two hills is ir	n a	
	(1) sea	(2) hole	(3) mountain	(4) valley
43.	The sharp end of a	stick is a		
	(1) point	(2) knife	(3) pick	(4) edge
44.	The only planet nar	med here is the		
	(1) moon	(2) earth	(3) sun	(4) star
45.	The number that co	mes before three is	<u> </u>	
	(1) four	(2) to	(3) too	(4) two
46.	A person who does	not lie is said to tell		
	(1) a story	(2) the truth	(3) a factor	(4) a tale
47.		le are in front of you they		
	(1) next to you	(2) ahead of you	(3) behind you	(4) over you

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48.	A room that has nothing in it is							
	(1) full	(2) bare	(3)	light	(4)	bear		
49.	Something that is very o	ld is						
	(1) new	(2) young	(3)	ancient	(4)	fresh		
50.	0. A person who is shopping in a store is a							
	(1) customer	(2) policeman	(3)	clerk	(4)	thief		
51.	When you are fond of s	omething you						
	(1) like it	(2) apply it	(3)	hate it	(4)	lose it		
52.	The opposite of gather i	s						
	(1) group	(2) collect	(3)	divide	(4)	meet		
53.	When the wind is soft is	t is						
	(1) harsh	(2) icy	(3)	gentle	(4)	driving		
54.	A sore throat can make	e you						
	(1) horse	(2) hoarse	(3)	bridge	(4)	agree		
55.	The opposite of attack is	i						
	(1) assault	(2) invade	(3)	advance	(4)	retreat		
56.	An ache is a							
	(1) cut	(2) blaze	(3)	pain	(4)	chin		
57.	A tool used for chipping	g wood is a						
	(1) hammer	(2) chisel	(3)	saw	(4)	pliers		
58.	A student who does not	fail will						
	(1) allow	(2) succeed	(3)	flunk	(4)	promote		
59.	A person who is <u>not</u> gu	ilty is						
	(1) judged	(2) wrong	(3)	innocent	(4)	perfect		
60.	To bolt something is to	•						
	(1) lock it	(2) turn it	(3)	hide it	(4)	loosen it		

- 1. Read each sentence or story; then read the question(s) after it.
- 2. Find the answer that best completes each question.
- 3. Look at the answer boxes on your answer sheet.

 4. Mark the box that has the same number as the answer you have picked.

C A A A D	N FC	
SAMP A.	George ran very fast. George was able to (1) play (2) sit (3) run (4) hide	A 0 0 1 0
В.	The parade is held during the early part of March. The parade is held in (1) April (2) May (3) June (4) March	B 0 0 0 0 0
81.	Some people who smoke become easily tired. Some people who smoke are (1) always tired (2) tired most of the time (3) always sick (4) easily tired	
82.	You pay a <u>fare</u> to ride on a bus. In this sentence <u>fare</u> means (1) equal (2) some money (3) the same (4) even	
83.	Each child should drink four glasses of milk each day. Each day children should drink (1) four glasses of milk (2) five glasses of milk (3) four glasses of water (4) four glasses of malt	

Test I	READING: Part III—(Continued)
84.	You should not keep gasolite in your house. This sentence would be found in a story about (1) going to the store (2) building a kite (3) home safety (4) drilling for oil
85.	When you have a <u>cold</u> you should rest and see a doctor. In this sentence the word <u>cold</u> means (1) not to be warm (2) to die (3) to be sick (4) to freeze
86.	Always cover the glue when you have finished using it. This sentence would be found in a story about (1) reading (2) sailing a boat (3) making things (4) watching birds
87.	"A cleaner New York is up to you." The main idea of this sentence is that you (1) own New York (2) live in New York (3) should paint the walls in New York (4) should not throw paper on the ground
88.	I watch "Wild Kingdom" on relevision every Sunday night at seven o'clock. "Wild Kingdom" is on television at (1) 6 o'clock (2) 7 o'clock (3) Sunday (4) Monday
89.	In the park, many birds build their nests in trees. The birds build their nests in the

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Level II

Benito Juarez was born in a little town in Mexico. Benito grew up to be Mexico's greatest leader. When he was born many people in Mexico could not read. But Benito worked and studied <u>hard</u> and became a lawyer. At this time France ruled Mexico. Benito worked to change this. Juarez was president of Mexico three times. He made things better for the people of Mexico.

90.	Benito was president of Mexico
	(1) two times(2) three times(3) four times(4) five times
91.	The first thing Benito did was to
	(1) become president(2) become a lawyer(3) work and study hard(4) change Mexico
92.	The word hard in the story means
	(1) not soft (2) not easy (3) very easy (4) very much
93.	Benito became president by
	(1) not reading(2) growing up in Mexico(3) being born(4) studying hard
94.	The best name for this story is
	 The People Cannot Read How to Become a Lawyer A President of Mexico Better Things for Mexico

(4) Going North

Har et Tuzzion, one of the most successful members of the Underground Railroad, was born a slave. In her twenties she ran away to the North. People who did not relieve in slavery helped, by giving her food and shelter. But she was not <u>content</u> to enjoy freedom alone. She worried about her people who were not free. She returned to lead her family and friends to freedom. Harriet went into Maryland and Virginia nineteen times and brought out three hundred slaves. She never lost one. Like Moses she led her people to freedom. Because her success inspired many slaves to run away, plantation owners offered a \$40,000. reward for her capture.

95.	Harriet returned to the South because
	 (1) there was not enough food and shelter (2) she lived in Maryland (3) the plantation owners offered a reward (4) her family was not free
96.	The number of people Harriet lost was
	(1) three hundred (2) zero (3) twenty (4) nineteen
97.	The plantation owners offered a \$40,000 reward for Harriet after she
	 (1) escaped (2) left Maryland (3) took other slaves North (4) ate food in the North
98.	The word <u>content</u> in the story means
	(1) filled (2) satisfied (3) unhappy (4) angry
99.	A good title for this story is
	(1) Moses of Her People(2) The Underground Railroad(3) Slavery in Maryland

You are outside the Empire State Building, on Fifth Avenue, in New York City. Upon entering the main lobby you notice that the entrance is similar to any modern building. The guide escorts you to one of several dozen passenger elevators. The car begins to climb very rapidly and in one minute you have traveled almost a quarter of a mile. On the eightieth floor you change elevators to go to the observatory on the eighty-sixth floor. Going out on the terrace that circles the floor, you become aware that many strange things can happen. The sun may shine brightly on the terrace, while down in the street people walk under umbrellas, in the rain. This happens because you are standing above the clouds.

Sometimes the snow seems to "fall" upwards. When the warm air coming from the building hits the cold outside air, it forces the snow that otherwise would land in the street to travel upward. This reaction of warm and cold air also causes many insects and bats to be sucked up and collide with the Empire State Building. Recently a group of birds were caused to go astray while they were on the way to warmer climates. They crashed into the building and lay dead on the ledges.

100.	The sun may be shining on the eighty-sixth floor while it is raining in the street because (1) it is warmer near the street (2) you can not see 1.02 sun on Fifth Avenue (3) the cold air travels up (4) the eighty-sixth floor is above the clouds
101.	The word <u>terrace</u> in the story means (1) an open platform (2) a piece of land (3) a group of houses (4) a circle
102.	The second thing you must do in order to get to the observatory is to (1) see the clouds (2) change elevators at the eightieth floor (3) go out on the terrace (4) see the lobby
103.	Warm air usually travels in (1) an upward direction (2) a downward direction (3) a circle (4) a snowstorm
104.	A good name for this story is (1) An Elevator Ride (2) Birds Having An Accident (3) Crazy Snowflakes (4) A Trip to a Skyscraper

- Read each incomplete sentence.
 Choose the best word or words to complete the sentence.
 Look at the answer spaces on your answer sheet.
 Fill in the space which has the same number as the answer you have chosen.

SAMPLES						
A. Tom and Paul in the same class. (1) is (2) was (3) are (4) be	A	i	Ò	Ì	Ô	0
B. These flowers are (1) yellow (2) rich 3) late (4) pleased	В	ò	2	0	ô	500
121. Vera eating right now.						
(1) is						
(2) was						
(3) were						
(4) are						
122. John and are good friends.						
(1) them						
(2) my						
(3) him						
(4) 1						
123. The boat floats in the						
(1) water						
(2) sky						
(3) sand						
(4) farm						
124. Yesterday, Tom a notebook.						
(1) buys						
(2) bought						
(3) buyed						
(4) will buy						

125.	Ele	na is wa	lking		the store.
	(1)	on			
	(2)				
	(3)				
	(4)	after			
126.	In	the	we	go to tl	he beach.
		summer			
		room			
		school watch			
	(4)	walch			
127.		l is lookin	ng for		pencil.
		he			
		he's him			
		his			
128.		m runs v	ery		
		fist			
		first			
		fast flast			
	141	ilusi			
129			ar belon	gs to Jo	be's father.
	(1)	Those			
	(2)	This			
		These Them			
	(4)	inem			
130	. Th	ney have		to Jo	an.
		speak			
		spoked			
		spoken speaks			
	141	speaks			
131	. Pu	ut the bo	ok	the	e table.
		to			
	(2)				
		after			
	(4)) on			

132.	These books are
	(1) interests
	(2) interesting
	(3) interested
	(4) interest
133.	He doesn't want to eat more. He has had
	(1) little
	(2) few
	(3) none
	(4) enough
134.	He studies hard and receives marks.
	(1) good
	(2) well
	(3) slow (4) easy
	147 Eusy
135.	This paper is
	(1) my
	(2) mys
	(3) mine
	(4) me
136.	We get to school time.
	(1) of
	(2) for
	(3) to (4) on
	(4) (1)
137.	We want to leave.
	(1) don't
	(2) does not
	(3) dint (4) doesn't
	(4) doesn't
138.	1 the clouds in the sky.
	(1) hear
	(2) feel
	(3) see (4) smell

39. Ih	nave to the questions.	
(2) (3)	will write written writing write	
140	he went to school, he bought a	pen.
(2) (3)	Before Under Near During	
141. 1	can't hear	
(2)	nobody nothing nothing nothing	
142. Th	he boy fell the bicycle.	
(2)) off) to) before) about	
143. M	My best friend is	
(2)) mary rega 2) mary Vega 3) Mary vega 4) Mary Vega	
144	is a busy place.	
(2	1) New york city 2) New York City 3) new york city 4) new york City	
145. H	How are you	
13	1) today. 2) today? 3) today, 4) today:	

_			
Test	2	WRITING-	-1Continued

Level II

1.46. The lunch is very	146.	The	lunch	is	verv	
-------------------------	------	-----	-------	----	------	--

- (1) good, (2) good (3) good.
- (4) good;

147. The water in the pool is very _

- (1) deep
- (2) deap
- (3) dip
- (4) droop

148. There are many _____ on the street.

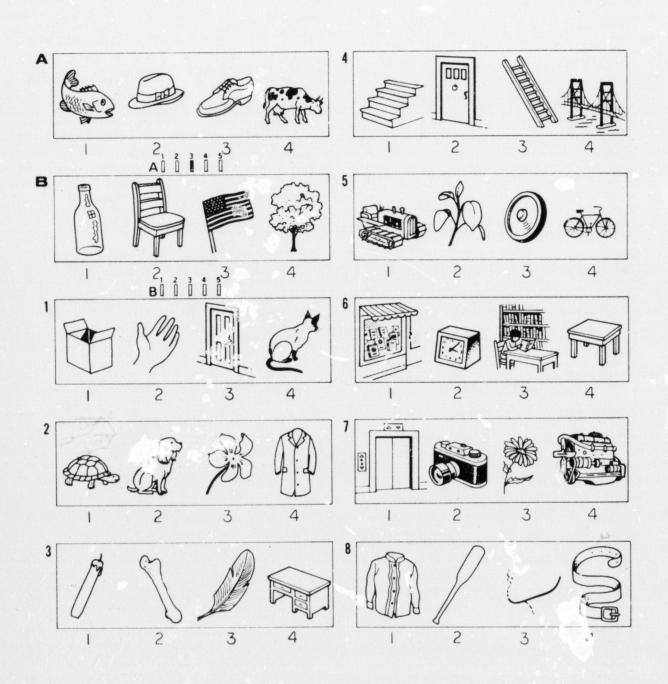
- (1) peas
- (2) peepil (3) points
- (4) people

149. Mary is ten _____ old.

- (1) yours
- (2) years
- (3) yars
- (4) yawns

150. We like to _____ in the park.

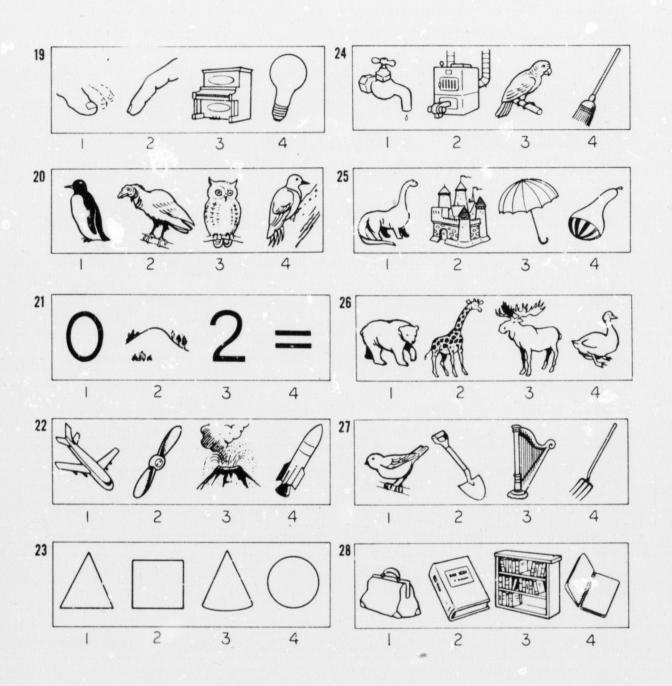
- (1) ploy
- (2) prize
- (3) price
- (4) play



Go On To The Next Page



Go On To The Next Page



SAMPLES

- A. (1) Every day.
 - (2) Because I like school.
 - (3) In the morning.
 - (4) By bus.
- B. (1) Sure, here it is.
 - (2) Not at all.
 - (3) Sure, here he is.
 - (4) You're vielcome.

AUDIO

- 41. (1) By frain.
 - (2) With my brother.
 - (3) In a few minutes.
 - (4) On Third Avenue.
- 42. (1) Until tomorrow.
 - (2) Two days.
 - (3) Yes, I did.
 - (4) At her home.
- 43. (1) Yes, you do.
 - (2) No, you can't.
 - (3) The "D" train.
 - (4) Sometimes.
- 44. (1) Apples.
 - (2) Apples or oranges.
 - (3) Yes, I do.
 - (4) Certainly.
- 45. (1) Yes, you will.
 - (2) At the office.
 - (3) No, you won't.
 - (4) Not very long.
- 46. (1) I see her every day.
 - (2) I see him every day.
 - (3) I see them every day.
 - (4) Yes, I do.
- 47. (1) Yesterday afternoon.
 - (2) My math book.
 - (3) No, they didn't.
 - (4) Of course.

- 48. (1) Yes, I do.
 - (2) At home.
 - (3) At school.
 - (4) In the morning.
- 49. (1) Yes, he should.
 - (2) No, you should.
 - (3) Yes, you shouldn't.
 - (4) Yes, you should.
- 50. (1) She helped me too.
 - (2) He helped me too.
 - (3) When he does.
 - (4) When I can.
- 51. (1) He works in an office.
 - (2) Very often.
 - (3) In the mornings.
 - (4) She works in an office.
- 52. (1) Yes, you can.
 - (2) At nine o'clock.
 - (3) For fifteen cents.
 - (4) At that store.
- 53. (1) He's on the table.
 - (2) No, I haven't seen it.
 - (3) Yes, you did.
 - (4) After you left.
- 54. (1) They're mine.
 - (2) The green ones.
 - (3) Since yesterday.
 - (4) Yes, they are.
- 55. (1) Never on Tuesday.
 - (2) After dinner.
 - (3) About two weeks.
 - (4) At my cousin's.
- 56. (1) How many times?
 - (2) May I come too?
 - (3) Since two o'clock.
 - (4) Twice a week.

A 1 2 3 1 5

SAMPLES

B 1 2 3 4 5

Test 3. LISTENING: Part IV

Level II

A 1 1 1 1

SAMPLES

B 0 0 0 0

Levels II and III (English version)

New York City

Language Assessment Battery (LAB)

Test 4. Speaking -- Picture Stimuli



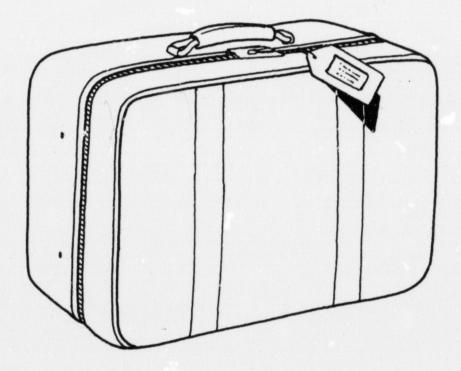
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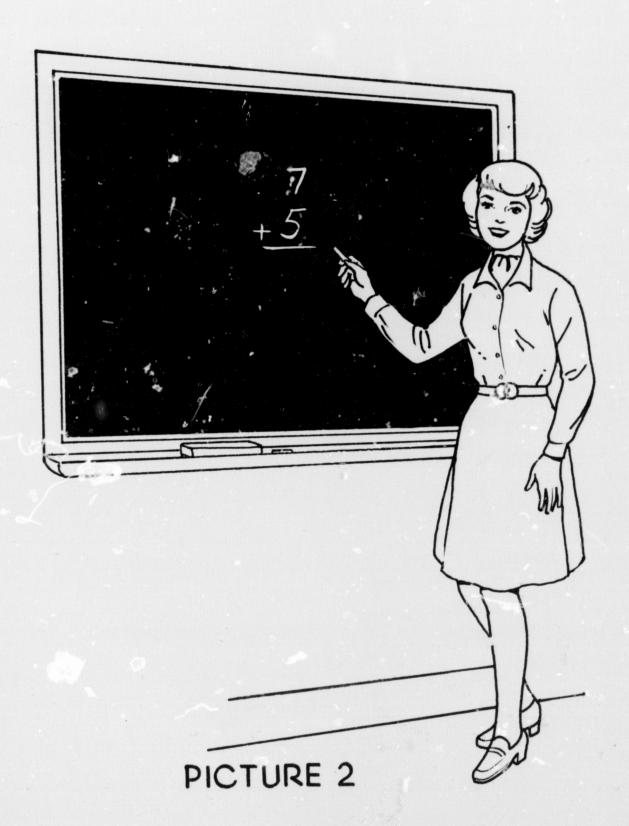




SAMPLE A



PICTURE 1

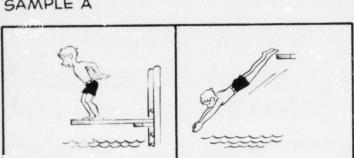


Test 4 SPEAKING: Fart III



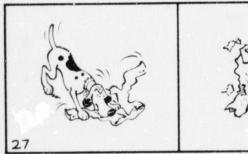
SAMPLE A

25



SAMPLE B

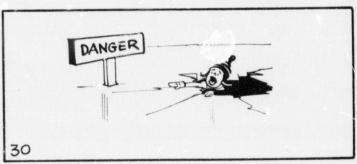




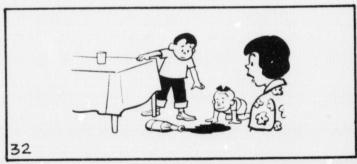




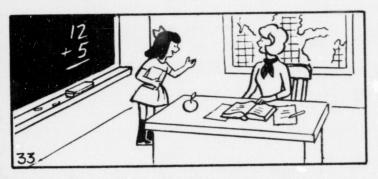


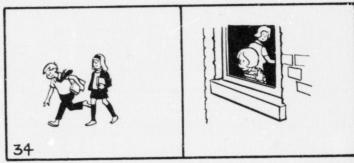


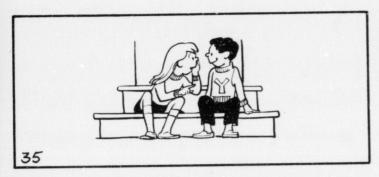




Test 4 SPEAKING: Part III



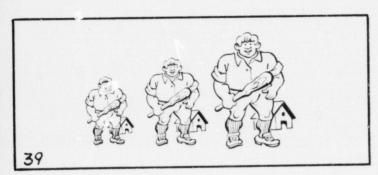


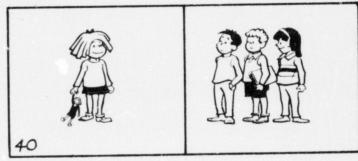














New York City

Language Assessment Battery (LAB)

EXAMINER'S DIRECTIONS FOR ADMINISTERING

Level III

Test 1: Reading

Test 2: Writing

Test 3: Listening



BOARD OF EDUCATION OF THE CITY OF NEW YORK

Irving Anker, Chancellor

OFFICE OF EDUCATIONAL EVALUATION

110 Livingston Street Brooklyn, N.Y. 11201 The Language Assessment Battery (LAB) was prepared under the auspices of the Office of Educational Evaluation of the Board of Education of the City of New York. The project was under the direction and supervision of:

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Appreciation is extended to the administrative staff of the LAB project:

Patricia Gres Beverly Johnson Carmaleta Neal Josephine Spitalnick

Testing Schedule

DAY	TEST	MATERIALS		APPROXIMATE TIME
		Examiner	Student	TIME
1	Reading	Directions	Booklet	40 minutes
			Answer Sheet #1	
		à		
2	Writing	Directions	Booklet	35 minutes
			Answer Sheet #1	
3	Listening	Directions	Booklet	40 minutes
			Answer Sheet #2	

General Directions for Administering

Booklet I-Test | READING

Before administering any test of the Language Assessment Battery (LAB) familiarize yourself fully with the directions giver in this booklet. This is especially necessary for Test 3: Listening, which is dictated by the examiner. All material to be dictated to the pupils is indented. Directions should be read in a natural tone and manner, exactly as they are written. They may be supplemented with further information by the examiner but under no conditions should help be given on specific test questions.

On the day of testing, pupils should be seated so as to minimize copying. Have all desks cleared and see that each pupil has two soft-lead (No. 2) pencils and an eraser. Post a "TESTING — DO NOT DISTURB" sign on the door. Guidelines for the amount of time for each subtest are given in these directions. Under no conditions should a subtest be administered if there may not be time to complete it.

Specific Directions for Administering

Test | READING

Before distributing test booklets and answer sheets, set aside copies for demonstration purposes. Reproduce the information section of the answer sheet (not the grid) on the chalkboard. Say:

Today you are going to take some tests that will help find out how well you use the English language. First I am going to give each of you an answer sheet.

Distribute one answer sheet to each student placing the sheets on the desks with the printed side face up. (All answer sheets are the same; they will be labeled by the students.) Then say:

Turn your answer sheet on its side, so that the spaces labeled "School, City, Instructor, Grade and Test" are on top. (Demonstrate). Does everyone have the place?

Make sure all have the place. Then say:

Now look at the chalkboard where I will write the information that belongs in these spaces.

Fill in the spaces on the chalkboard as you say:

Next to "School", write (name of school). Instead of "City", write your name, last name first (Lopez, Anna). Next to "Instructor" write (examiner's name). Then write your grade where it says "Grade." (This is official class). Last, put a "2" next to "Test." Are there any questions?

Answer any questions. Then say:

Now look to the right where you see a grid with columns and letters. (Demonstrate)

Make sure everyone has the place. Then say:

At the top of the grid you see boxes for your name. Write your last name first, putting one letter in each box. Then write your first name in the boxes where it says "Your First Name." In the last box, write your middle initial. If there are not enough boxes for your first or last name, write as many letters as you can. Are there any questions?

Check to see that all have filled in boxes correctly. Then say:

Underneath each box you can see the letters of the alphabet. Blacken the letter box below, which matches each letter of your name.

Give help where needed. Then say:

Now look under the name boxes to the left where you see the words: "Form of This Test Is." (Demonstrate) Fill in the box next to the number "I." Does everyone find the place?

LAB-Directions for Administering

Make sure that all have marked box number 1. Then say:

Now look at the bottom of the grid. In the middle you see columns for "Grade," "Birth Date," and "Sex." (Demonstrate.) Under the word "Grade," blacken the number box ______, for grade _____.

Make sure that all have marked the correct grade. Then say:

Under "Birth Date," first fill in the box under the month in which you were born. Are there any questions?

Answer any questions about recording month of birth. Then say:

Next, you see two columns with numbers. These are for the year you were born. Write the last two numbers of the year you were born in the boxes. (Give appropriate example.) Then blacken the matching number boxes below.

Give help where needed. Then say:

Last, you see two letter boxes in the next column, "B" for boy and "G" for girl. Blacken "B" if you are a boy, or "G" if you are a girl.

Check to see that all grids are filled in correctly. Then say:

Now turn your answer sheet right side up so that the large roman numerals I, II, III, and IV are on the left. (Demonstrate).

Test | READING: Part I (Working Time 5 minutes)

To administer Part I, say:

Now I am going to give each of you a booklet with questions in it. Don't open the booklet until I tell you to.

Distribute the test booklets, placing them face up on the desks. Say:

Now open your booklet to page I where you see the words at the top of the page: Test I Reading: Part I. (Demonstrate.) Silently read to yourself as I read the directions under "What To Do." Then say:

1. Read each incomplete sentence.

2. Choose the word or words which best complete the sentence.

3. Look at the answer spaces on your answer sheet.

4. Fill in the space which has the same number as the answer you have chosen.

Let's look at sample A. The incomplete sentence is: "Paul threw the (blank) ." Which one of the four words given — "room, rain, all, morning" — best completes the sentence?

Pause. Encourage replies. Then say:

Yes, "ball." "Paul threw the ball." Now look at the right side of the page where there are answer spaces like the ones on your answer sheet. Notice that the box with the "3" above it, the number next to "ball" in the sample, has been filled in. This is how you will mark your answers on your answer sheet. Are there any questions about what you are to do?

Answer any questions about the sample and how to mark an answer. Say:

Now look at sample B in your booklet. Choose the word that best completes the sentence and fill in the space which has the same number as the answer you have chosen.

Pause. Say:

Which space did you mark? "Yes, "The glass of water is full." You should have marked the space or box number "4" for "full". Check the mark you made. It should be heavy, dark and fill the entire space. This is the kind of mark you must make. If you decide to change an answer, be sure to erase your first answer completely. You may wonder about box number "5": there will never be more than four choices, so you will not be using box number "5" in these tests.

Check to see that all understand how to mark their answers. Then say:

Now you are ready to answer the questions on this page and on the next two pages. Find the roman numeral I on your answer sheet (Demonstrate) and begin marking your answers there. If you answer the last question on page 3 before time is called, close your booklet. Do not turn to any other page. You may begin now.

Move around the room, checking to see if students are using the answer sheets properly. Make sure that students turn to pages 2 and 3 but no further. Record the starting time. At the end of 5 minutes, say:

Stop! Put your pencil down and close your booklet with your answer sheet inside.

Give pupils a short rest period if necessary; then continue with directions for Part II.

LAB — Directions for Administering

Test I READING: Part II (Working Time 5 minutes)

To administer Part II say:

Now open your booklet to page 4, where you see the words at the top of the page: Test I Reading; Part II. (Demonstrate) Silently read along to yourself as I read the directions under "What To Do." Then say:

1. Read each incomplete sentence.

2. Choose the word(s) which best completes the sentence.

3. Look at the answer spaces on your answer sheet.

4. Fill in the space which has the same number as the answer you have chosen. Look at sample A. The incomplete sentence is "There is a ______ on the shelf." Which one of the four choices given, best completes the sentence?

Pause. Encourage replies. Then say:

Yes, the third choice, "b-o-o-k," is correct. "There is a book on the shelf." Now look at the right side of the page where there are answer spaces like the ones on your answer sheet. Notice that the box with the "3" above it, the number next to the correct answer for the sample, has been filled in. This is how you will mark your answers on your answer sheet. Are there any questions about what you are to do?

Answer any questions about the sample and how to mark an answer. Say:

Now look at sample B in your booklet. Find the best way to complete the sentence and fill in the space which has the same number as the answer you have chosen.

Pause. Say:

Which space did you mark? Yes, "This is John's coat" so you should have marked the space or box number "I" for "J-o-h-n-apostrophe-s." Check your mark. It should be heavy, dark and fill the entire space.

Check to see that all have marked their answer properly. Then say:

Now you are ready to answer the questions on this page and on the next two pages. Find the roman numeral II on your answer sheet and begin marking your answers with number 41. (Demonstrate) If you finish number 58 on page 6, before time is called, close your booklet. Do not turn to any other page. You may begin now.

Record the starting time. Move around the room, checking to see if students are using their answer sheets properly. Make sure that students turn to pages 5, and 6 but no further. At the end of 5 minutes, say:

Stop! Put your pencil down and close your booklet.

Give pupils a short rest period, if necessary; then continue with directions for Part III.

Test | READING: Part III (Working Time 15 minutes)

To administer Part III, say:

Open your booklets to page 7, where you see the words at the top of the page: Test I Reading: Part III (Demonstrate) Silently read along to yourself as I read the directions under "What To Do." Then say:

- 1. Read each story.
- 2. Read the question or questions which follow it.
- 3. Choose the best answer.
- 4. Look at the answer spaces on your answer sheet.
- 5. Fill in the space which has the same number as the answer you have chosen.

Look at sample A. It says "John wants to buy some new clothes. He needs—
1) soap, 2) money, 3) sugar, 4) water." Which is the best answer?

Pause. Encourage replies. Then say:

Yes, "money." "He needs money." Notice that the answer box or space with the "2" above it, the number next to "money" in the sample, has been filled in. Does everyone understand what to do?

Answer any questions. Say:

Now look at sample B. Find the answer that best completes the sentence and mark the answer box that has the same number as the word you picked.

Pause. Say:

Which box did you mark? Yes, the question should read "She doesn't go out because the weather is bad," so you should have marked box number "4." Remember to make your marks heavy and dark.

Check to see that all have marked their answers properly. Then say:

Now you are ready to answer the questions on this page and on the next four pages in your booklet. Find the roman numeral III on your answer sheet (Demonstrate) and begin marking your answers with number 81. If you finish number 103 c. page 11 of your booklet before time is called, close your booklet. Do not turn to any other page. You may begin now.

Move around the room, checking to see if students are using their answer sheets properly. Make sure that students are working through page 11 but no further. At the end of 15 minutes, say:

Stop! Put your pencil down and close your booklet. The reading test ends here.

Collect the answer sheets and booklets immediate Organize answer sheets for return to pupils for Test 2 Writing.

Test 2 WRITING (Working Time 30 minutes)

The Writing test requires the same answer sheet as used for Test I Reading. Before distributing test booklets and answer sheets, set aside copies for demonstration purposes. Say:

Today you are going to take some tests that will help find out how well you use the English language when you write. First I am going to give each of you your answer sheet.

Distribute answer sheets to students, printed side face up, making sure each student receives his own sheet.

To administer Test 2, say:

Now I am going to give each of you a test booklet. Don't open the booklet until I tell you to.

Distribute the test booklets, placing them face up on the desks. Say:

Now open your booklet to page 12 where you see the words at the top of the page: Test 2 Writing. (Demonstrate) Silently read to yourself as I read the directions under to "What To Do." Then say:

- I. Read each sentence.
- 2. Look at the four different ways you can fill in each blank.
- 3. Choose the word(s) to use in formal writing.
- 4. Look at the answer spaces on your answer sheet.
- 5. Fill in the space which has the same number as the answer you have chosen.

Let's look at sample A. The sentence with the blank is: "Last night I had my picture..." Which one of the four words given best completes the sentence?

1) took 2) taked 3) taken 4) tooked

Pause. Encourage replies. Then say:

Yes, "taken." "Last night I had my picture taken." Now look at the right side of the page where there are answer spaces like the ones on your answer sheet. Notice that the box with the "3" above it, the number next to "taken" in the sample, has been filled in. This is how you will mark your answers on your answer sheet. Are there any questions about what you are to do?

Answer any questions about the sample and how to mark an answer. Say:

Now look at sample B in your booklet. Read the sentence with the blank. Which is the best way to complete the sentence? Mark the answer space that has the same number as the answer you choose.

Pause. Say:

Which space did you mark? Yes, "my dog is more intelligent," so you should have marked space number "3."

Check to see that all understand how to mark their answers. Then say:

Now you are ready to answer the questions on this and the next four pages. When you come to more directions, read them to yourself and continue, making sure you do not lose your place on your answer sheet. Find the roman numeral IV on your answer sheet. Begin marking your answers there with number 121. [Demonstrate] If you answer the last question on page 16 before time is called, close your booklet. Do not turn to any other page. You may begin now.

Record the starting time. Move around the room, checking to see if students are using their answer sheets properly. Make sure that students turn to pages 13, 14, 15, and 16 but no further. At the end of 30 minutes, say:

Stop! Put your pencil down and close your booklet. The Writing test end here.

Collect the test booklets and answer sheets immediately.

Test 3 LISTENING

Before distributing test booklets and answer sheets, set aside copies for demonstration purposes. Reproduce the information section of the answer sheet (not the grid) on the chalkboard. Say:

Turn your answer sheet on its side, so that the spaces labeled "School, City, Instructor, Grade and Test" are on top. (Demonstrate.) Does everyone have the place?

Distribute one answer sheet to each student, placing the sheets on the desks with the printed side face up. (All answer sheets are the same; they will be labeled by the students.) Then say:

Turn your answer sheet on its side, so that the spaces labeled "School, City, Instructor, Grade and Test" are on top. (Demonstrate.) Does everyone have the place?

Make sure all have the place. Then say:

Now look at the chalkboard where I will write the information that belongs in these spaces.

Fill in the spaces on the chalkboard as you say:

Next to "School", write (name of school). Instead of "City", write your name, last name first (Smith, Susan). Next to "Instructor" write (examiner's name). Then write your grade where it says "Grade." (This is official class). Last, put a "2" next to "Test." Are there any questions?

Answer any questions. Then say:

Now look to the right where you see a grid with columns and letters. (Demonstrate.)

Make sure everyone has the place. Then say:

At the top of the grid you see boxes for your name. Write your last name first, putting one letter in each box. Then write your first name in the boxes where it says 'Your First Name.' In the last box, write your middle initial. If there are not enough boxes for your first or last name, write as many letters as you can. Are there any questions?

Check to see that all have filled in boxes correctly. Then say:

Underneath each box you can see the letters of the alphabet. Blacken the letter box below, which matches each letter of your name.

Give help where needed. Then say:

Now look under the name boxes to the left where you see the words: "Form of This lest Is." (Demonstrate) Fill in the box next to the number "2." Does everyone find the place?

Make sure that all have marked box number 2. Then say:

Now look at the bottom of the grid. In the middle you see columns for "Grade," "Birth Date," and "Sex." (Demonstrate.) Under the word "Grade," blacken the number box ______, for grade ______.

Make sure that all have marked the correct grade. Then say:

Under "Birth Date," first fill in the box under the month in which you were born. Are there any questions?

Answer any questions about recording month of birth. Then say:

Next, you see two columns with numbers. These are for the year you were born. Write the last two numbers of the year you were born in the boxes. (Give appropriate example.) Then blacken the matching number boxes below.

Give help where needed. Then say:

Last, you see two letter boxes in the next column, "B" for boy and "G" for girl. Blacken "B" if you are a boy, or "G" if you are a girl.

Check to see that all grids are filled in correctly. Then say:

Now turn your answer sheet right side up so that the large roman numerals I, II, III, IV are on the left.

Test 3 LISTENING: Part I (Approximately 8 minutes)

To administer Part I say:

Now I am going to give each of you a booklet. Don't open the booklet until I tell you to.

Distribute the test booklets, placing them face up on the desks: Say:

Part I is a test of how well you know words in English. For each question you will hear one word and look at four pictures in your test booklet. You are to find the picture that goes best with the word given and mark the answer box for that picture on your answer sheet. Now open your booklet to page 17. [Demonstrate] Listen to and do the two samples in the upper left corner, which are marked "A" and "B" (Demonstrate.)

Make sure everyone has the place. Then say:

Put your finger on sample A. Look at the four pictures. Look for the flag. If you have found the picture of a flag, you will see that there is a "3" under it. Now look just below the pictures where there are answer boxes or spaces like the ones on your answer sheet. Notice that the space with the "3" above it has been filled in. This is how you will mark your answers on your answer sheet — heavy and dark — filling in the whole space. Are there any questions about what you are to do?

Answer any question. Then say:

Now put your finger on sample B. Look at the four pictures. Look for the desk and mark the answer space that has the same number that you see under the picture of the desk. (Pause.) You should have filled in the space with the number "2" under it.

Check to see that all have marked the answer correctly then say:

Now you are ready to find the rest of the pictures on this page and the next three pages. I will say a word. You will look at the group of four pictures given in your booklet for that word and mark the space on your answer sheet that has the same number as the picture you choose. You will be using answer boxes "I, 2, 3 and 4." Find the roman numeral "I" on your answer sheet and begin marking your answers there. (Demonstrate) Listen carefully to each word. Words will not be repeated, so mark the first answer that comes to your mind. Try to answer every question. If you are not sure of the correct answer, make the best guess that you can. Do not try to change an answer, however, for you may not hear the next word.

Read the following words with sufficient loudness but with a matter-of-fact tone of voice, pausing a few seconds between words. Students should have only enough time to find the pictures in their booklets and then record their answers on their answer sheets. Be sure to say the number of each word, to help students keep their place. Allow approximately 8 minutes to administer the 40 items.

Find the group of pictures next to number I and we will begin. (Demonstrate)

- 1. belt
- 2. library
- 3. spider

Go to the top of the next column in your booklet.

- 4. sail
- 5. ship
- 6. net
- 7. cup
- 8. mayor

Turn to the next page and begin at the top of the left hand column.

- 9. cone
- 10. bull
- 11. ink
- 12. period
- 13. chick

Go to the top of the next column.

- 14. shirt
- 15. chart
- 16. screwdriver
- 17. minister
- 18. jug

Turn to the next page and begin at the top of the left hand column.

- 19. vest
- 20. exit
- 21. dungeon
- 22. bungalow
- 23. arch

Go to the top of the next column.

- 24. flask
- 25. rodent
- 26. beverage
- 27. hurdle
- 28. geyser

Turn to the next page and begin at the top of the left hand column.

- 29. perpendicular
- 30. nasal
- 31. eclipse
- 32. banister
- 33. waif
- 34. maze

Go to the top of the next column.

- 35. barracks
- 36. concave
- 37. girth 38. tome
- 39. corpulent
- 40. amphibian

Put your pencil down and close your booklet with your answer sheet inside. Give pupils a short rest period, if necessary; then continue with directions for Part II.

Test 3 LISTENING: Part II (Approximately 6 minutes)

To administer Part II, say:

Part II is a test of your ability to answer someone in English. You will hear a quertion or statement. Then you will hear four possible answers or responses to the question or statement. One response will be correct. The other three will not be correct in English. You will find the correct response and mark it on your answer sheet. Now open your booklet to page 21 where it says Test 3 Listening: Part II at the top. (Demonstrate) Find sample A. I will read sample A aloud. You can see the four responses are given in the sample, so read along when I come to them. (Read numbers) Sample A is:

How long does it take you to get to school?

- I. About twenty blocks.
- 2. About a quarter of an hour.
- 3. At eight-thirty.
- 4. Usually by bus.

The second response, "About a quarter of an hour," is the correct answer to the question, "How long does it take you to get to school?" Look to the right of the sample in your booklet where you will see answer boxes like the ones on your answer sheet. Notice that the box with the number "2," the same number as the correct response, has been filled in. This is how you will mark your answers. Are there any questions about what you are to do?

Answer any question. Then say:

Now you will do sample B. Look at the four printed responses. Listen to sample B and mark your answer in the answer boxes to the right.

Please bring me that book on the table.

- I. You're welcome.
- 2. Not at all.
- 3. Sure, I'll get him for you.
- 4. The green one or the red one?

Pause, then say:

The correct response is number "4", "The green one or the red one?", so you should have marked the space with the number "4" above it "The green one or the red one?" is the correct response to "Please bring me that book on the table."

Check to see that all have marked the answer correctly then say:

Now you are ready to answer the questions on this page. I will read a question or statement and four responses. You pick the correct response in English and mark the space on your answer sheet that has the same number. You will be using answer spaces "I, 2, 3, and 4." Find the roman numeral "II" on your answer sheet. (Demonstrate) This is where you will begin marking your answers with number 41. Try to answer all the questions. Mark your answers quickly and then listen for the next question.

LAB — Directions for Administering

Read the following items at a normal rate of speaking and with a matter-of-fact tone of voice. For each item, read the item number, then the question (pausing slightly), then the four responses, being sure to say each number first (1, 2, 3, 4). Allow students enough time to find the correct answer in their booklets and then record their answers on their answer sheets. Allow approximately 6 minutes for the 16 items.

- 41. When are you going home this afternoon?
 - 1. Yes, I always do.
 - 2. After band practice.
 - 3. In the cafeteria.
 - 4. Yes, I will.
- 42. How much time do you usually spend at your grandmother's?
 - 1. Until tomorrow.
 - At her home in the country.
 Two weeks a year.

 - 4. Until next Friday.
- 43. What train do you think I should take to Brooklyn?
 - 1. Yes, you should.
 - 2. No, you shouldn't.
 - 3. When it comes.
 - 4. Take the "D" train.
- 44. Do you prefer tea or coffee?
 - I. Why of course.
 - 2. Yes, I do.
 - 3. I prefer tea or coffee.
 - 4. I prefer coffee.
- 45. Would you please tell me how long I have to wait?
 - 1. I'll be with you shortly.
 - 2. Yes, you would.
 - 3. In the hall.
 - 4. Of course not.
- 46. Which one of your books did you lose this morning?
 - 1. On the train.
 - 2. No, of course they didn't.
 - 3. My biology textbook.
 - 4. Early this morning.
- 47. How often do you see Susan's brother?
 - 1. I see her quite often.
 - 2. Last Saturday night.
 - 3. I see him very often.
 - 4. I see them very often.

LAB — Directions for Administering

Go to the top of the next column.

- 48. When do you plan to do your homework this Saturday?
 - 1. Yes, I always do.
 - 2. Early in the morning.
 - 3. In the public library.
 - 4. Very quickly.
- 49. Should I wear my raincoat this afternoon?
 - 1. Yes, he should.
 - 2. No, you should.
 - 3. Yes, you shouldn't.
 - 4. Yes, you should.
- 50. I will try my best to finish this assignment, won't you?
 - 1. Yes, I'll try my best too.
 - And so will you.
 Wouldn't you.

 - 4. All the time.
- 51. What does Mary Ann's uncle do for a living?
 - 1. She's a doctor.
 - 2. He's living in Florida.
 - 3. Once in a while.
 - 4. He's a teacher.
- 52. Where can I buy a ruler and a compass?
 - 1. Yes, you certainly can.
 - 2. From nine to five.
 - 3. In the school supplies department.
 - 4. Less than a dollar.
- 53. Do you remember where we were supposed to meet John?
 - I. At the library.
 - 2. At four o'clock.
 - 3. With Sally.
 - 4. After we leave.
- 54. Whose gloves are those lying on the table?
 - 1. I think they are.
 - 2. I think they're Frank's.
 - 3. I think it's Frank's.
 - 4. Yes, those are the ones.

- 55. How long are you planning to stay in Philadelphia?
 - I. After I get there.
 - 2. By train.
 - 3. Four or five days.
 - 4. With my aunt and uncle.
- 56. I think I'll go to the library earlier tonight.
 - 1. I think I will too.
 - 2. Two times a week.
 - 3. Better later than never.
 - 4. Yes, that's right.

This is the end of Part II. Close your booklet with your answer sheet inside.

Give pupils a short rest period, if necessary; then continue with directions for Part III.

Test 3 LISTENING: Part III (Approximately 5 minutes)

To administer Part III, say:

Part III is a test of your ability to understand sentences in English. I will read a sentence. You will decide if the sentence is true or false. Now open your booklet to page 22, where it says Test 3 Listening: Part III at the top. (Demonstrate) Look at the answer spaces for sample A. Here is the sentence:

"New York is one of the largest cities in the world."

Is the sentence true or false?

Pause. Encourage replies. Say:

Yes, New York City is one of the largest cities in the world. The sentence is clearly true. Notice that the first answer space, with a "I" above it, has been filled in with a heavy dark mark. When you mark your answer sheet for this test, you will mark space number "I" if the sentence is true, and space number "2" if it is false. These are the only spaces or boxes you will be marking. Are there any questions about what you are to do?

Answer any questions. Then say:

Now we will do sample B. Here is the sentence:

"Two plus five equals eight."

Fill in space "I" if the sentence is true, space "2" if it is false. (Pause) Which space did you mark? Yes, you should have marked space number "2", since two plus five does not equal eight. The sentence is false.

Check to see that all have marked the sample correctly. Then say:

Close your booklets now. Find the roman numeral "III" on your answer sheets. (Demonstrate) You will begin marking your answers with number 81. I will read the sentences fairly quickly, so mark the first answer that comes to mind. Try to answer all questions. If the sentence is true, mark answer space "I." If it is false, mark space "2".

Read each sentence at a normal rate of speaking and with a matter-of-fact tone of voice. Be sure to read the number before the sentence. Pause only a few seconds between sentences, enough to give students time to mark their answers. Allow approximately 5 minutes to administer the 18 items.

- 81. Butterflies are large, dangerous animals.
- 82. Ice is nothing but water in its solid or frozen state.
- 83. Baseballs, marbles and bananas all have round shapes.
- 84. The rabbit is not noted for its ability to run fast.
- 85. Kangaroos carry their young in pouches.

- 86. The mayor of New York City is an elected official.
- 87. Fish can't swim outside of water.
- 88. Plainclothes detectives wear uniforms.
- 89. Tables and chairs are never made from wood.
- 90. Chickens, ducks and geese are known as poultry.
- 91. A branch is smaller than a twig.
- 92. The Wright brothers invented the telephone.
- 93. A peninsula is a body of land completely surrounded by water.
- 94. Cake, candy, sugar and honey are sweet, but salt isn't.
- 95. The state of New York, as well as New Jersey, borders on the Hudson River.
- 96. Horses have four legs, horns and a tail.
- 97. John Hancock signed the Declaration of Independence.
- 98. Potatoes, carrots and green beans are vegetables, but an orange is a fruit.

This is the end of Part III. Close your booklet with your answer sheet inside.

Give pupils a short rest period, if necessary: then continue with directions for Part IV.

Test 3 LISTENING: Part IV (Approximately 5 minutes)

To administer Part IV, say:

Part IV is a test of how well you know the sounds of the English language. For each question you will hear four pairs of words. For example:

1) let . late

2) wet . wait

3) fell . fell

4) wed . wade

One pair of words will always sound exactly the same; the other three pairs will sound different. Usually they will be only slightly different so listen carefully. Open your booklet to page 22 again and find where it says Test 3 Listening: Part IV in the middle of the page. (Demonstrate.)

Now look at the answer boxes or spaces given in your booklet for sample A. (Demonstrate) Listen again to the four pairs of words:

I) let . late

2) wet . wait

3) fell . fell

4) wed . wade

The third pair of words — fell . fell — sounds the same, so the answer space with the "3" above it has been filled in. This is how you will mark your answers on your answer sheet. Are there any questions about what you are to do?

Answer any questions. Then say:

Now look at sample B. Listen to the word pairs (say the numbers):

I) berry . very

2) vat . vat

3) vote . boat

4) curb . curve

Mark the answer space that has the same number as the pair of words that sounded the same. (Pause) You should have filled in the space with the number "2" above it, for the second pair of words. Listen again to sample B:

I) berry . very

2) vat . vat

3) vote . boat

4) curb . curve

Check to see that all have marked the answer correctly. Then say:

This is how you will do part IV. I will read four pairs of words. You will choose the pair of words that sound the same. You will mark answer space "I," "2," "3," or "4" on your answer sheet, whichever is the number of the pair of words that sounds the same. Close your booklets now and look on your answer sheet for the roman numeral "IV." (Demonstrate) This is where you will begin marking your answers with number 121.

Read the following pairs of words with normal, unemphatic enunciation and with the same (falling) tone of voice on each word in a pair pausing slightly between pairs. Be sure not to exaggerate the differences in pairs of words. For each item, read the item number, then the four pairs, being sure to say the number of each pair (1,2,3, or 4). Pause a few seconds between items for students to record their answers. Allow approximately 5 minutes to administer the 15 items.

121.	I) doll . dull	2) not . nut	3) hot . hut	4) got . got
122.	I) ride . write	2) ten . ten	3) let . led	4) hid . hit
123.	I) safe . save	2) leave . leaf	3) view . view	4) vans . fans
124.	I) jest . jest	2) yam . jam	3) yellow . jello	4) jot . yacht
125.	I) stood . stewed	2) would . would	3) pull . pool	4) fool . full
126.	I) shore . chore	2) shoes . shoes	3) catch . cash	4) matching . mashing
127.	I) prize . prize	2) place . plays	3) peas . peace	4) racer . razor
128.	1) not . nought	2) far . for	3) cot . caught	4) taught . taught
129.	I) come . gum	2) game . came	3) coat . coat	4) coal . goal
130.	1) seek . sick	2) seeks . six	3) leave . live	4) lip . lip
131.	I) path . path	2) mouse . mouth	3) sink . think	4) thin . sin
132.	I) sing . sin	2) bang . bang	3) run . rung	4) hands . hangs
133.	I) doze . those	2) day . they	3) then . then	4) there . dare
134.	I) ether . either	2) thigh . thy	3) mouth . mouth	4) teethe . teeth
135.	I) boat . both	2) tank . thank	3) theme . theme	4) toot . tooth

This is the end of the Listening test.

Collect the answer sheets and test booklets immediately. Test 3 Listening ends here.